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ABSTRACT

This report presents a comprehensive plan to improve teaching and learning in New York State's public and private schools. After surveying school improvement efforts since 1977, characteristics of New York education, and the state Board of Regents' recent goals review, the report states the regents' goals underlying this action plan. These learning objectives, to be accomplished jointly by families, schools, and community organiztions, center on preparing students for rigorous life challenges while accommodating individual differences and developing students' self-direction; they stress language as basic to all learning. The next section outlines principles and instructional requirements of the plan; the latter are categorized as (1) course requirements for graduation, (2) course content and objectives, (3) competency and knowledge examinations, (4) personnel standards, and (5) procedures for school assessment and for student guidance and discipline. Thirty pages of charts then detail existing and proposed instructional requirements. Following these are summaries of actions proposed to improve instruction and the overall school environment. Three items are appended: an implementation schedule for 1984-1990; an explanation and sample forms of a proposed school assessment report; and a summary of existing and proposed exams and program evaluation instruments. (MCG)

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THE BICENTENNIAL OF THE BOARD OF REGENTS AND THE UNIVERSITY OF THE STATE OF NEW YORK

DEPUTY COMMISSIONER FOR ELEMENTARY, SECONDARY AND CONTINUING EDUCATION
THE NEW YORK STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED244351

March 28, 1984

TO: All Interested Parties

FROM: Gerald L. Freeborne Gerald L Freeborne

SUBJECT: Regents Action Plan

Attached is the Action Plan to Improve Elementary and Secondary Education Results in New York as amended and approved by the Board of Regents at their March 23rd meeting in New York City.

The key changes made in the Plan since the publication of the February 1984 Revised Action Plan are underlined.

A final printed edition of the Action Plan will be distributed soon.

Attachment

EA 016 779

NEW YORK STATE
BOARD OF REGENTS
ACTION PLAN TO IMRPOVE
ELEMENTARY AND SECONDARY
EDUCATION RESULTS IN NEW YORK

April 1984

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

NEW YORK
1784 1984
THE STATE OF LEARNING

PROPOSED ACTION PLAN TO IMPROVE ELEMENTARY AND SECONDARY EDUCATION RESULTS IN NEW YORK

Table of Contents

	Page
Call to Action	1
Foundation for Progress - Actions Since 1977	2
Special Characteristics of Elementary and Secondary Education in New York	4
Regents Goals and Actions Project	6
Assessing and Revising 1974 Goals	6
Statement of Proposed Regents Goals	7
Action Plan - Focus on Expectations for Student Performance	10
Principles	10
Instructional Requirements	10
Charts for Instructional Requirements, Grades K-6 and 7-12	13
Generic Changes in Instruction	43
Generic Institutional Changes	46
Conclusion - Implementing the Regents Action Plan	52
Attachments - 1) Schedules for Implementation of Recommendations in the Regents Action Plan to Improve Elementary and Secondary Education in New York	53
2) Annual Comprehensive Assessment Report	68
3) Summary of State Examination and Evaluation Program	83

Call to Action

This Regents Action Plan was developed over a period of two and one-half years with the help of many people throughout New York State. We provided for such extensive participation, both in reviewing goals and reviewing proposed actions, because we believe that to realize the major educational reforms in this plan requires broad understanding of the changes and a shared "ownership" of our new expectations by all those in the schools, the school districts, and at the State level who have a part in implementing the changes. All recommendations included in the Action Plan are designed to improve the condition of teaching and learning in all schools in New York State.

The establishment of standards and expectations for education is a primary responsibility of the State. This Plan brings the collective experience and judgment of persons throughout our State to set new standards in anticipation of future requirements for all New Yorkers.

Expectations for educational performance have changed significantly through the history of our State. As we assess our goals now, it is appropriate to recall our State motto -- "Excelsior." The motto translates to a call "Ever Upward."

Many factors influence decisions on educational standards. These include: the demand on each person to understand and use more complex knowledge; the need to increase our society's capacity to govern itself under the principles of a free, democratic republic with the awful tension between preparing for long-term objectives and living with potential split-second decisions which may mean the difference between life and death on this globe; the demand for strengthening connections among people of many backgrounds within the State and with people all over this world; and the importance of relating new knowledge, discovery and invention and the development of skills to the economic potential of our society.

We are concerned also about expectations for education to provide for the sheer joy of discovery and learning; the nurture of care or concern for the uniqueness and talent of other people; the stimulation of community purpose and spirit; and the development of each person's sense of confidence, self-esteem, and stake in the meaning of life, liberty, and the pursuit of happiness.

Our challenge is to assess these pressures and demands and translate them to statements of goals for education. In turn, we must make these goals manifest for millions of children and adults, and hundreds of thousands of teachers in thousands of schools of varied size and character.

This Action Plan is addressed to the task of anticipating future needs and obligations for New Yorkers. Our Plan centers on the standards which reflect best judgment of what our children must know and be able to do in their 21st Century lifetime. The Plan is built upon an extensive two-year review and appraisal of existent goals and on assessment of the most important priorities to address for the future. It focuses on purposes of education, all stated in terms of student performance. It is a framework with which we hope each student, teacher, board member, administrator, parent or other participant in education in New York can find better clarity of expectation and common purpose for more effective achievement. The Plan increases substantially requirements for elementary and secondary education. It does so with the dual objective that, as we raise objectives, we continue to assure access to

educational opportunity for those who may need special help, extra time, particular assistance, or patient help to realize their full potential. The Plan also strives to ensure that all students have equal access to all curricular and all extra-curricular activities in a school's program.

The unique American experience couples a drive for excellence with a recognition of diverse needs and provision of opportunity for all. The means to realize that experience is education. Whether it is realized depends upon the effectiveness and persuasiveness of this Action Plan, which calls for both a commitment to increased expectations and standards and a greater public commitment of resources to realize the new goals with equity for all. We must both raise standards for completion of elementary and secondary education and increase the percentage of our population -- youth and adults -- who master secondary education.

This Action Plan is based on the assumption that concerted actions to improve pupil performance will be effective and efficient only if the goals and expectations of educators, parents, and other interested citizens at all levels of the State education system fit together. Improvements in education cannot be effected by action at only one level of educational governance. The Regents and the Department, through the Action Plan, establish a full set of goals for education and a range of expectations for individual schools. The challenge that remains is to build on the constructive collaboration established in forming the Action Plan and to follow through with the following cooperative actions:

First, we must insist that the goals, objectives, standards and requirements of our Plan apply to all students.

Second, we must assure equity in the availability of resources to provide each student the opportunity to reach or exceed standards and requirements.

Third, we must assure that proven characteristics of effective schools are in place throughout our State. These characteristics include high, measurable standards for all students; school staff commitment that all students can meet these standards; instructional leaders who clearly define expectations for students and teachers; well qualified teachers; effective use of instructional time; and provision for staff development.

Fourth, we must have comprehensive means of assessing pupil performance and evaluating effectiveness of schools.

Fifth, we must provide for regular review of pupil assessment results to assure that differences in results are related to differences in the abilities of individual students and not the products of prejudice or discrimination related to race, color, creed, national origin, disability or sex.

Foundation for Progress - Actions Since 1977

During the past seven years, the Board of Regents and the Education Department have placed a strong emphasis on raising standards and expectations for performance in elementary and secondary schools. This emphasis on improving the quality of results has been accompanied by efforts to ensure equal access through special assistance to those in need. The Regents and the Department have taken action in ten ways:

First, building on the century-long experience of statewide Regents examinations, the Regents Competency Testing Program ensures a minimum level of performance in reading, writing, and mathematics for each candidate for a diploma from a public or nonpublic secondary school in New York. The standards of these tests for a diploma are the highest yet established in the Nation. The Program recognizes special needs by providing for alternative procedures to enable children with handicapping conditions and children with limited English proficiency to demonstrate their competence to meet State standards.

Second, Commissioner's Regulations have established specific requirements for schools and school districts to assist those students scoring below State reference points on the Pupil Examination Program and Preliminary Competency tests. These pupils with special needs must be provided with remedial programs which prepare them to meet the Regents standards successfully at the time of the next State-test level. Targeted state aid supports this remedial work.

Third, the Education Department and Regents have strengthened the long established process for preparing statewide syllabi and curriculum materials for elementary- and secondary-school courses. The Department is reviewing all curricula with the help of teachers and administrators - under a systematic plan providing for regular revision matched to priority requirements.

Fourth, Commissioner's Regulations have strengthened requirements for performance of secondary schools. New requirements have been placed on the schools to ensure certain levels of student performance. As a condition for registration, a minimum percentage of twelfth graders in each high school must meet Regents Competency Test standards and the school must achieve a minimum retention rate for secondary-school students from grades nine through twelve.

Fifth, the Regents and the Education Department are implementing a new requirement for statewide entry-level examinations for people who plan to teach in New York State. We have advanced for legislative and budgetary support a series of proposals that would enhance teaching through internships, in-service education, local personnel evaluation and recruitment and training subsidies, particularly in mathematics and science.

Sixth, the Regents have advanced to the Governor and the State Legislature recommendations for substantial increases in State funding of education to realize greater equity in the distribution of funds and to increase general support for education.

Seventh, the Regents have revised requirements for guidance services to provide a continuity of programs for the elementary and secondary school years.

Eighth, the Regents have reformed State Education Department services and assistance to local school districts through the Resource Allocation Plan (RAP) and the RAP consortia. We now concentrate Department resources on those schools most in need of assistance and work cooperatively with them to plan and implement long-term change in individual schools.

Ninth, the Regents have supported programs for ensuring equal access to educational achievement for students of all races. The Regents "Symposium on Racial Justice and Education," held on February 1, 1984 to discuss such programs and their possible increase and improvement, is the latest Regents effort in this direction.

Tenth, we have - through the Commissioner's Regulations, monitoring, and technical assistance - provided a full continuum of services for pupils with handicapping conditions through an Individualized Education Program planning process which is designed to provide appropriate educational programs to meet each pupil's individual special education needs.

Eleventh, the Department has developed a comprehensive and coordinated service delivery model to meet the needs of handicapped students. This model effectively links the Offices of Vocational Rehabilitation, Occupational and Continuing Education and the Education of Children with Handicapping Conditions to increase the level of comprehensive vocational services provided to handicapped students. This model will help ensure that handicapped students, with the appropriate services, can effectively transfer from secondary education to post-secondary education or employment.

Throughout New York schools, these efforts have resulted in a much greater focus of curriculum and support services on foundation skills. In turn, the results has been a six-year increase in pupil performance in the elementary-school years. Test scores in reading and mathematics in the third and the sixth grades have increased steadily. Test results for those taking the Regents Competency Tests and the secondary-school level have been generally satisfactory. Students, teachers and the school system have risen to the level of expectation of these examinations and produced better results.

In just the past three years, the Regents and the Department have also undertaken several important policy reviews. These include the review of Education for Civic Values, Education for a Global Perspective, Integrating the Arts into Education, review and change of physical education regulations, review and change of guidance requirements, and revision of curricula and syllabi in many subjects. The Regents Elementary, Secondary and Continuing Education Committee has systematically reviewed curricular in various subjects and various Department services and programs that are State and/or Federally funded.

Very significant problems in education continue, however, and this Plan provides increased focus for action to alleviate these problems.

Special Characteristics of Elementary and Secondary Education in New York

This Plan is built on the following strengths of New York State's existing educational system, which are, in some cases, unique to our system:

1. New York has strong complementary relationship between State authority and local school or school-district operation. Within general State authority, there is considerable opportunity for local flexibility and discretion. This provides for local choice, regional differentiation in program, and experimentation and completion, which leads to increase capability and more effective approaches to education. The Plan continues this complementary relationship.

2. New York has a unique system in which both public and nonpublic schools are under the aegis of the Regents and State Education Department. Every student in the State, therefore, has an assurance of State quality control in education. The State sets standards and examinations for the high school diploma for both public and nonpublic schools, although certification is not a

requirement for nonpublic-school teachers. School boards are responsible for ensuring that each pupil in nonpublic schools receives "equivalent instruction." The changes in instructional requirements in the Plan apply generally to students in both public and nonpublic schools.

3. New York has a well established system of State authority to set educational program objectives through syllabi and to assure that objectives are met through examinations. Unique to New York is the century-old system of statewide examinations at both the elementary- and secondary-education levels which both provides quality control for schools and school systems and establishes standards for individual pupil performance. The Plan strengthens the State-examination program.

4. New York has an established pattern of State high school diploma requirements which provides for a local high school diploma and additional requirements for candidates for the Regents diploma. The Plan continues provisions for both the local and Regents high school diplomas.

5. New York has a highly experienced and trained teaching force. Levels of both experience and training have increased substantially in the last decade.

6. New York has a long tradition of innovation in educational practice. This tradition may be seen in the establishment of programs such as the alternative testing techniques for the handicapped and children with limited English proficiency, the external high school diploma, the general education diploma, and the Regents External Degree at the postsecondary level. In each of these innovations, the State standards for educational results have been maintained while students have been provided flexibility in obtaining the results. The focus and controls have been on results, not techniques; ends, not means. In that same tradition, the Regents invite innovation from schools and school districts related to the provisions of the Action Plan. For instance, many schools face a major problem trying to reduce the number of high school dropouts or to attract dropouts to return to school. Alternative schools and other innovative patterns of education which combine school and business, college, or community resources are needed to deal with this problem. This Plan provides for waiver of State Regulations in cases where productive innovation may require such waiver. The Commissioner will waive Regulations when persuaded that an alternative approach to results is better.

7. New York has had a long and strong commitment to lifelong learning. Preparation for lifelong learning depends on the availability of library resources. New York has a well developed library network which allows efficient exchange of library resources as demonstrated in the State supported school-library networks.

8. New York has taken a leadership role among states in the provision of services to its special populations. This Plan increases the opportunities for pupils with handicapping conditions to have access to the required curriculum, and provides for innovations in technology and increased training for all educators to be better able to plan for and meet the educational needs of those pupils.

Regents Goals and Actions Project

In early 1982, the Regents and Department initiated a major review of current Regents goals for elementary and secondary education, last stated in 1974, and the current status of education in New York. This project provides a framework for the several policy reviews which have been drawn together into a major plan for action for elementary and secondary education in the coming decades.

Assessing and Revising the 1974 Goals Statement. The first year of the Regents project concentrated on two tasks: assessing the extent to which the Regents Goals were being achieved and establishing a sense of which aspects of the Regents Goals should receive the greatest priority over the next decade. In the fall of 1982 more than 4,000 participants attended 10 conferences throughout New York to address these tasks. Participants in the 1982 Regents/Commissioner's Regional Conferences provided the information which helped to identify the need for priority attention in the next decade to basic skills, essential academic subjects, and the subgoals of thinking logically and creatively, learning to respect and accept civic values, and development of self-esteem.

The Regents Goals Statement has been revised to clarify intent and priority and to enable a more direct connection between the Goals Statement and action in the schools. It provides the basis for the Regents "Action Plan to Improve Educational Results in New York." Increases in course requirements in mathematics, science, social studies and the arts, which are in the "Action Plan" reflect the priority for these subjects or their components (e.g., reading and writing as components of English and "knowledge of other social, cultural, and ethnic groups" as components of social studies) and also reflect increased emphasis, which additional courses in these subjects will permit, on "thinking logically and creatively" and "applying reasoning skills to issues and problems."

State curriculum-development efforts described in the Action Plan are related directly to the new Goals Statement. For instance, curriculum development in social studies will strengthen the focus on "respect for law, others, self, and property" and "acquisition of the values of civic responsibility." The revised English syllabi will expand activities for logical and creative thinking as well as "speaking and listening." The "interdisciplinary projects" encouraged in the Action Plan for all students in grades 3-12 can provide opportunities to integrate knowledge and skills from different subjects. These projects, and a new emphasis on developing syllabi using an interdisciplinary approach, will be directed toward subgoals such as "acquiring and using information stored in print and electronic form," "development of a sense of self-esteem," "applying reasoning skills to issues and problems," and "development of work skills and habits." Our curriculum development efforts will address these competencies as well as knowledge.

The first year of our project led to a revised statement of Regents goals which underpins the Action Plan. Although the goals are numbered for purposes of reference, they are not stated in a rank order of priority.

The Regents Goals Statement follows:

STATEMENT OF REGENTS GOALS FOR

ELEMENTARY- AND SECONDARY-SCHOOL STUDENTS - 1984

The Regents Statement of Goals for students includes skills and characteristics which each student should acquire through education. Responsibility for education is shared by the family, schools and other organizations in each community. The Regents goals can be realized only through a concerted effort by all of these. The Action Plan to Improve Elementary and Secondary Education Results in New York focuses on the actions schools can and must take to help students meet these goals.

Our Action Plan is directed toward what children in New York should be, should know and should be able to do. Our expectations and standards set for them reflect an anticipation of the knowledge, skill and capacity they must have to meet ever more rigorous challenges for employment and economic competition; for carrying their obligations in the governance of our democratic republic; for meeting their responsibilities to family, self and community; and for the perpetuation of culture and civilization in New York.

The goals, expectations and aspirations to be realized through the schools are the same for all. However, all children are not the same. They have different talents and abilities, interests and emotions, strengths and weaknesses. For each individual we desire an educational system that will both stimulate and urge the full development of potential. We must, therefore, provide considerable choice and flexibility for each student together with basic requirements. We want each child to develop self-confidence and a belief in the success in learning. We want each to develop a capacity for continued self-learning. We want each to develop self-discipline and a sense of decency and responsibility.

In order to put those objectives for self-development in the perspective of what is necessary for the individual to contribute to and succeed in society, we have the more general standards and credentials for all. These provide the societal guideposts and an indication of what each child and that child's own school needs in preparation for taking part in a broader community.

The specific statements of goals that follow are all in terms of our expectations for students. They start with a first priority on language -- the capacity to communicate which underpins all the rest of learning. These statements of goals are, in turn, translated in this Plan to courses, subjects, disciplines, and methods of inquiry for examining the world. Taken together the goals represent our judgments or choices for the meaning of a total elementary and secondary education.

1. Each student will master communication and computation skills as a foundation to:

1.1 Think logically and creatively.

1.2 Apply reasoning skills to issues and problems.

1.3 Comprehend written, spoken and visual presentations in various media.

1.4 Speak, listen to, read, and write clearly and effectively in English.

1.5 Perform basic mathematical calculations.

1.6 Speak, listen to, read, and write at least one language other than English.

1.7 Use current and developing technologies for academic and occupational pursuits.

1.8 Determine what information is needed for particular purposes and be able to acquire, organize and use that information for those purposes.

2. Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications:

2.1 English language and literature.

2.2 History and social science.

2.3 Mathematics.

2.4 Natural sciences and technology.

2.5 Language and literature in at least one language other than English.

3. Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Areas include:

3.1 Ways to develop knowledge and appreciation of the arts.

3.2 Aesthetic judgments and the ability to apply them to works of art.

3.3 Ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups.

3.4 Ability to produce or perform works in at least one major art form.

3.5 Materials, media and history of major art forms.

3.6 Understanding of the diversity of cultural heritages.

4. Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:

4.1 Knowledge of American political, economic and social processes and policies at national, state, and local levels.

4.2 Knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural and environmental systems.

5. Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:

5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights.

5.2 Respect for self, others and property as integral to a self-governing, democratic society.

5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.

6. Each student will develop the ability to understand and respect people of different race; sex; ability; cultural heritage; national origin; religion; and political, economic, and social background, and their values, beliefs and attitudes.

7. Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.

8. Each student will develop general career skills, attitudes, and work habits and make a self-assessment of career prospects. Students not directly pursuing postsecondary education will acquire entry-level employment skills.

9. Each student will learn knowledge, skills, and attutudes which enable development of:

9.1 Self-esteem.

9.2 The ability to maintain physical, mental and emotional health.

9.3 Understanding of the ill effects of alcohol, tobacco and other drugs.

10. Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

Action Plan - Focus on Expectation for Student Performance

This Plan focuses on the goals or purposes of education--the results expected for student performance. It concentrates, therefore, on the instructional program objectives. The actions described herein go beyond standards already established to set expectations and requirements which will motivate each student toward a level of performance commensurate with the student's interests and capacity.

Principles. Instructional requirements are generally established for groups or classes of students. This is true for the proposals in this Plan. The Plan, however, offers substantial flexibility to provide for an individual program for each student. The following principles are incorporated:

1. We must place more emphasis on individual challenge or expectation. Standards must be raised with the sensitivity that requires and realizes greater performance from those who are capable, without the result of early screening-out of those who may need greater time or effort to reach their full levels of competence.

2. We must avoid tracking students out of opportunities. We must not create additional specialty diplomas or tracks of programs which stymie transfers to different concentrations in the latter part of secondary education or preclude entry to appropriate postsecondary education. We must assure full opportunities in elementary studies to provide access to various secondary school options with choices of mid-program change held open as long as possible.

3. We must ensure that the overall set of requirements can accommodate the pace which each student needs to complete high school diploma requirements including the special needs of students who are handicapped or who have limited English proficiency. A student who is advancing rapidly in the elementary grades should have the opportunity in the secondary-level program to continue that acceleration with the option to complete the diploma earlier than the regularly scheduled twelfth year. This student should be able to either continue studies in advanced placement work or other courses in the twelfth grade at school or proceed to employment or to college admission. Students should be provided the opportunity to meet substantial parts of diploma requirements through examination. Other students who need additional time to complete high-school level studies must be provided the opportunity for additional coursework at their pace.

4. We must consider all elementary and secondary education as preparation for later learning for employment, personal growth, and family or civic responsibility. The rapid increase in knowledge and the change of technologies mean that completion of high school level study cannot be considered the completion of formal education, as was the case for many earlier in our history. Elementary- and secondary-school preparation must equip the student with information and the intellectual context for understanding this and other information, with learning skills, and with an ability to use a wide variety of library and other educational resources to support the student's lifelong learning.

Instructional Requirements. There are five types of action that can be taken at the State level to increase instructional requirements: course requirements, content requirements within courses and objectives, examinations, standards for educational personnel, and procedures to be followed by local school districts or schools.

All five of these types of actions are currently in place in New York, although the requirements are not uniform for various subjects or parts of the curriculum. Some examples will indicate what is meant by each of the categories and will illustrate the variety of use for these provisions.

1. Course requirements are established to ensure that certain subjects are learned as a condition of receiving a high school diploma (e.g., each diploma recipient shall have completed x number of years of study of English or of mathematics.)

2. Content/objectives of specific courses are set forth in Department syllabi, such as the syllabus for mathematics K-6 which was revised in 1980. They include both subject matter and skills or competencies.

3. Examinations are of five types - Regents Examinations (achievement tests based on State courses of study in various subjects in grades 9-12), Statewide Achievement Tests in various subjects in grades 9-12 (for students who do not expect to receive Regents diplomas), Regents Competency Tests (achievement tests in reading, writing, and mathematics which set a standard in these skills which must be met for graduation), Pupil Evaluation Program (PEP) tests in reading, writing, and mathematics (which help schools to identify pupils -in the early grades -who need special help developing these skills), and Program Assessment Tests (which help schools assess the effectiveness of their instructional programs in various subjects). Both knowledge of subjects and competencies are examined in the various tests.

4. Standards for educational personnel are set forth in certification requirements. These standards provide minimum qualifications for entry into teaching and provide for equity in the quality of teachers throughout New York State public school districts..

5. Procedures for local school districts or schools are represented in a requirement that a school district have a plan for guidance services as recently authorized by the Regents in Commissioner's Regulations.

The following charts summarize the changes which this Plan makes in instructional requirements. Each chart has two columns: "Current" and "Recommended." The first set of charts is for Grades K-6; the second set is for grades 7-12. The column labeled "Recommended" includes proposed changes and existing requirements which will be maintained. All changes can be made by action of the Board of Regents and Education Department except those labelled "(LEG)" which indicates that the change requires Legislative action.

This Action Plan changes some but not all State requirements for education. In many cases, such as with guidance and physical education, the Department and Regents have made revisions in requirements within the past few years. No additional changes are needed at this time. The fact that there is no change does not alter the relative priority of any item.

The Action Plan has a careful and lengthy schedule of implementation. The schedule of new requirements for students will assure there is ample opportunity to prepare for requirements and to assume that requirements of due process are met.

In this Plan any additional action is built on the strengths already developed and on the experience we have had with different techniques for change. We intend to establish requirements or recommendations that penetrate through the entire system so that there is

a genuine improvement in any classroom which needs it. To ensure that intention is realized, we heavily emphasize the procedures for making change occur as well as the substantive laws, rules or regulations which must be changed.

The Summary Instructional Requirement Charts for K-6 and 7-12 follow.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

(NOTE: "SED" and "DEPARTMENT" = New York State Education Department) K-6

CURRENT	RECOMMENDED
	Early School Success - Long range school results, including the completion of graduation requirements, are enhanced by assuring successful mastery of learning in Pre-K through third grade. In the implementation of this Plan emphasis should be placed on the early childhood years and the ratio of teachers and other adults to children necessary to provide encouragement, support and mastery of learning.
Course Requirements	Course Requirements
Instruction is required in the following subjects (Education Law - 3204)	Instruction is required in the following subjects (Education Law - 3204)
Arithmetic Reading Spelling Writing The English Language Geography United States History Civics The History of New York State Science Hygiene Music Visual Arts Physical Education Bilingual Education where pupil need is established.	Arithmetic Reading Spelling Writing The English Language Geography United States History Civics The History of New York State Science Hygiene Music Visual Arts Physical Education Bilingual Education where pupil need is established.
	In addition, all public school students starting with the class of 1992 would be required to have at least one unit* of instruction in a second language at some time during grades K-9. Starting with the class of 1994, this requirement would increase to at least 2 units. Students identified as having handicapping conditions may be exempted from the second language requirements in grades K-9 if the student's Individualized Education Program (IEP), as established by the Committee on the Handicapped (COH), states it is not appropriate.
	Beginning in September, 1985 public schools will receive additional State aid for the number of students who are receiving second language instruction in grades K-9. To receive this aid, students must be taking a Department-approved second language program. (LEG)

*A unit is defined as at least 3 hours of instruction per week throughout the course of the school year or its equivalent.

CURRENT	RECOMMENDED
Time	Time
School year - If a school district is to receive full state aid, the district's schools must be in session for 180 days. Within the required 180 days, a district may use a number of days for State tests and 3 days for Superintendent Conference days. The net result is that school districts usually have less than 180 days to provide instruction for students. Education Law 3204(4)(a) requires that schools shall be in session 190 days inclusive of legal holidays that occur during the term of the school and exclusive of Saturdays.	School year (In-service education) - The school year for public schools will be extended up to 10 days, phased in over a two-year period with State aid payable for those days. This time will be used for staff in-service education, curriculum development, course planning, program evaluation and working with parents, community, business, and postsecondary organizations. In-service education and related activities to be undertaken during this 10 day period must be based on a needs assessment and an in-service education plan developed together with staff members participating in the in-service education program. Deficiencies identified in a school's Comprehensive Assessment Report (CAR) should also be addressed during this ten day period. Activities initiated should continue throughout the school year with the appropriate objectives, follow-up and evaluation. Administrators, supervisors and teachers should all be involved in a school's in-service education activities. School districts will be provided options for the scheduling of staff in-service education days (LEG). School year (Instruction) - State funds will be requested to pilot test the concepts of the extended school year for instruction and the more efficient use of the instructional time within the existing school day. Research has shown that with appropriate controls on extraneous, non-instructional activities together with the in-service training of personnel, instructional time within the classroom can be increased.
School day - 5 hours per day for instruction.	School Day - 5 hours per day for instruction.
Physical education - 120 minutes per week	Physical Education - 120 minutes per week
	Extra-Class Work - The State encourages schools to increase expectations for study and preparation out of class, either at school, at home, in libraries or in cultural institutions. With the increased course requirements, more rigorous curriculum, and additional required tests in science and social studies, it will be necessary for students to spend additional time on homework. This expectation should be implemented through effective school/home cooperation. The State will not issue a regulation in this area.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

K-6
(continued)

CURRENT	RECOMMENDED
Remedial Work Required for all students who score below the statewide reference point on State tests in mathematics, reading, and writing.	Remedial Work Students who score below the statewide reference point on State tests in mathematics, reading and writing will be required to have remedial work. All regular and special education teachers are encouraged to coordinate a student's classroom work with his or her remedial work. Remedial specialists should work with the regular and special education teachers to provide the appropriate instruction as needed. The individual needs of each student should be addressed. The necessary remedial work and support services (i.e., guidance, social work, psychological service, etc.) should be provided to these students to ensure that all students have the opportunity to achieve academic excellence. A State-approved approach to providing coordinated remedial instruction may be required if a school's Comprehensive Assessment Report (CAR) reveals unacceptable student progress in a school's remedial programs. The CAR will also be used to determine whether student performance indicates discrimination or inequity related to race, color, national origin or sex. Limited-English-Proficient Students Specialists in English as a Second Language (ESL) or native language instruction should work with regular and special education teachers to provide appropriate instruction as needed.
Content/Objectives State syllabi recommended in all subjects. In addition, instruction must be provided in: - patriotism and citizenship; history, significance, meaning, and effect of the Constitution of the United States and amendments thereto; Declaration of Independence; Constitution of New York State and amendments. (E.L. 801) - the flag, pledge of allegiance, certain holidays (E.L. 802)** - physical education and kindred subjects (E.L. 804) - alcohol, drug, and tobacco abuse (E.L. 804) - highway safety and traffic regulation; bicycle safety; school safety patrol (E.L. 806)	Content/Objectives State syllabi are recommended in all subjects. The State Education Department will take a leadership role in developing syllabi in all required programs. State syllabi will include interdisciplinary approaches where appropriate. The required use of State syllabi will be imposed when individual schools do not meet student performance minimums as determined by the State through the Comprehensive Assessment Report (CAR) program. This requirement will apply to both public and nonpublic schools. In addition, instruction must be provided in: - patriotism and citizenship; history, significance, meaning, and effect of the Constitution of the United States and amendments thereto; Declaration of Independence; Constitution of New York State and amendments. (E.L. 801)

CURRENT

- fire drills (E.L. 806)
- arson and fire prevention (E.L. 808)
- humane treatment of animals and birds (E.L. 809)**
- Conservation Day (E.L. 810)

Individualized Education Program - Each board of education must assure the preparation of an individualized education program (IEP) for each handicapped student. An IEP must be prepared at the time the child enters a special education program, and must be reviewed and revised periodically but not less often than annually.

**Not applicable to nonpublic schools

RECOMMENDED

- the flag, pledge of allegiance, certain holidays (E.L. 802)**
- physical education and kindred subjects (E.L. 804)
- alcohol, drug, and tobacco abuse (E.L. 804)
- highway safety and traffic regulation; bicycle safety; school safety patrol (E.L. 806)
- fire drills (E.L. 806)
- arson and fire prevention (E.L. 808)
- humane treatment of animals and birds (E.L. 809)**
- Conservation Day (E.L. 810)

**Not applicable to nonpublic schools

All Subjects - In all subjects, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries, and increasing student awareness of and information about the disabled. (See statement of Regents Elementary- and Secondary School Goals for Students on pages 7-9 for a complete description).

English/Language Arts - A revision of the English/Language Arts syllabi is underway. Highest priority in early elementary grades will be given to developing proficiency in English language reading, writing, speaking and listening. Curriculum guides for writing and listening and speaking are being prepared for field test. Initial development of guides for reading and literature have begun. Instruction in keyboarding will be included in the State-developed English/Language Arts syllabus.

Native Language Arts - The Department will seek additional State and federal funds to develop syllabi and curricular materials in languages other than English, including Native American languages, for linguistic minority students according to need.

Social Studies - The existing syllabus has been in place for approximately one school year. It develops student understanding of the political, geographic, economic and multicultural aspects of the social sciences and history. This syllabus will be reexamined in the light of the Regents initiatives in education for civic values and education for a global perspective and will be revised or supplemented accordingly.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

K-6
(continued)

CURRENT	RECOMMENDED
	Mathematics - The newly implemented K-6 mathematics syllabus focuses on reasoning skills and logical process, and includes application of mathematical reasoning to other disciplines and computer technology. The syllabus gives increased attention to probability and statistics.
	Science - A hands-on approach to learning will be emphasized with opportunity for experimentation and individual problem solving. The K-6 science syllabus being developed emphasizes logical thinking and reasoning skills.
	Second Langauge - A second language is defined as a language in addition to English. By June 1988, the Department will develop elementary school syllabi in French, Spanish, Italian, German, Hebrew and Latin. Thereafter, the Department will develop elementary school syllabi in other languages, including Chinese, Greek and Russian, according to need. State syllabi will be developed to provide students with the required level of proficiency needed to pass the State-developed second language proficiency examinations.
	English as a Second Language is defined as specialized English language instruction for Limited English Proficient (LEP) students. A syllabus for elementary schools will be developed by 1985.
	Interdisciplinary Projects -- Schools will be encouraged to have each student in grades 3-6 complete at least one interdisciplinary project each year. The project may be individual or group; it should demonstrate the student's capacity to use skills and knowledge from subjects at the student's current or previous grade levels. Such assignments would provide each child with the chance to build pride and competence by completing a recognized effort. These can enhance self-esteem and demonstrate that students can apply knowledge and skills learned in several subjects through a long-term project such as an exhibit, display, demonstration, performance or major paper. The use of computers and libraries will be encouraged. State funds will be requested to pilot test the effectiveness of interdisciplinary projects as an instructional tool. After an evaluation is completed in 2 or 3 years, the Department will reconsider mandating interdisciplinary projects for all students in grades 3-6.

K-6
(continued)

CURRENT	RECOMMENDED
	Computers - Students will acquire skills in the use of computers as the technology is applied to various courses. Elementary education syllabi will be updated to incorporate computer literacy and computer technology into the appropriate subjects. For example, word processing can be included with instruction on writing, problem solving will be included with instruction in mathematics and logic and information search skills will be included for use in most subjects. Students in special education classes will have opportunities to acquire skills in computer use and also be afforded appropriate environmental modifications available through the use of computer technology, such as prosthetic devices and applications. Art/Music - The goal of the art and music syllabi for K-6 is to develop the creative spirit and aesthetic sensitivity of every child. Curriculum activities will provide opportunities for each individual to create works; see aesthetic qualities in nature and in works of music and art; describe, analyze and interpret visual images; and understand the historical and cultural context in which art and music are created. Physical Education/Health - Review of the physical education and health syllabi is planned. Revisions will focus on unifying the syllabi in physical education and health to minimize repetition and focus on knowledge and skills to strengthen physical, mental and emotional health. Regular classroom teachers will continue to have responsibility to include health topics in other subjects. Use of curriculum in Special Education - Districts will be required to provide curricula in special education that is equivalent to regular education content and objectives for all handicapped students who can benefit from such emphasis. Specialized approaches and environmental modifications will continue to be used to help students progress. Special education teachers and administrators will be exposed systematically to general education curriculum content and objectives to facilitate this process. Special education monitoring by the Education Department will include a focus on the equivalency of instruction.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

K-6
(continued)

CURRENT	RECOMMENDED
	Individualized Education Program -Each board of education must assure the preparation of an individualized education program (IEP) for each handicapped student. An IEP must be prepared at the time the child enters a special education program and must be reviewed and revised periodically but not less often than annually.
Examinations	Examinations*
Pupil Evaluation Program (PEP) Mathematics and Reading tests, third and sixth grades; Writing test, fifth grade. The State recognizes the special needs of Limited English Proficiency (LEP) students and handicapped students. The Department authorizes alternative testing procedures to determine competencies of LEP and handicapped students based upon their special needs.	Pupil Evaluation Program (PEP) Mathematics and Reading Tests, third and sixth grades; writing test, fifth grade. Mathematics - The grades 3 and 6 PEP tests in mathematics will include questions about the computer and its use as reflected in the new syllabi. (September, 1988) Science and Social Studies - School districts and schools will conduct program evaluations in the 6th grade according to a SED format and using SED tests or SED-approved tests. The program evaluations will be designed to measure the effectiveness of school programs in the elementary grades and to measure student progress in those skills where evaluation of student performance requires techniques other than written examinations. Emphasis will be placed on evaluating laboratory work, oral expression, critical thinking and problem solving skills. The State test in social studies will be offered first in May, 1987. The State science test will be offered first in May, 1989. School districts and schools will be encouraged to use the RAP (Resource Allocation Plan) school-building planning procedures and CIMS (Comprehensive Instructional Management System) for continuous student evaluation and support for instruction. The State recognizes the special needs of Limited English Proficient (LEP) students and handicapped students. The Department authorizes alternative testing procedures for statewide and local tests to determine competencies of LEP and handicapped students based upon their special needs.

*See page 11 for a complete description of the types of examinations required in the elementary school program.

CURRENT	RECOMMENDED
Educational Personnel	Educational Personnel
Public school teachers must be certified (E.L. 3001) For a certificate valid for teaching in the early childhood and upper elementary grades (N-6) the candidate shall have completed a four-year program of collegiate preparation, including: the baccalaureate degree at a regionally accredited higher institution or a higher institution registered by the New York State Education Department; 24 semester hours of study including a minimum of 6 semester hours in methods of teaching reading; and a college-supervised student-teaching experience. Programs registered by New York State Education Department provide evidence that graduates have met the competencies for the teaching of reading promulgated by the Department.	Personnel Standards Public school teachers must be certified (E.L. 3001) For a certificate valid for teaching in the early childhood and upper elementary grades (N-6) the candidate shall have completed a four-year program of collegiate preparation, including: the baccalaureate degree at a regionally accredited higher institution or a higher institution registered by the New York State Education Department; 24 semester hours of study including a minimum of 6 semester hours in methods of teaching reading; and a college-supervised student-teaching experience. Programs registered by the New York State Education Department provide evidence that graduates have met the competencies for the teaching of reading promulgated by the Department.
There is no State examination required for teacher certification.	All those school personnel who seek a provisional certificate in New York State on or after September 2, 1984 will demonstrate proficiency in English, social studies, mathematics, science, arts and pedagogical practice as part of an entry-level examination.
	Second Language teachers - Second languages in the elementary grades will be taught by personnel certified to teach second languages. The Department will develop certification requirements for elementary school second language specialists. These requirements will provide that currently certified teachers, with the appropriate training in a second language, may amend their certificates to include second language instruction.
	Implementation of the Regents proposal to require school districts to conduct annual professional performance reviews.
	Visiting lecturers - Commissioner's Regulations 80.33(c) permit school districts to retain "visiting lecturers" with special qualifications to supplement regular programs of instruction. To retain such a lecturer, a superintendent of schools must apply to the Commissioner for a "visiting lecturer" temporary license.

CURRENT	RECOMMENDED
	The Department will initiate a one year review of the course requirements for certification of elementary and secondary school teaching personnel. In addition the Department will initiate a special study of the current impact of the regulation which allows a teacher to teach a subject not covered by his or her certification for a period not to exceed five classroom hours per week. Recommendations based on this study should be ready in six months.
	Library Media Specialists - The Department will further study the issue of requiring certified library media specialists for grades K-6. A Department recommendation will be issued by November, 1984.
	Recruitment
	State Aid - Each district will be obligated to use existing and increased state aid funds to improve and expand instructional services (e.g., to attract and retain qualified teachers by raising teacher salaries; to adjust teacher-pupil ratios based on program need; to update equipment used for instruction; to implement second language programs; to support elementary classroom teachers providing remedial services for their students; to provide additional personnel for school support services, etc.)
	Fifth Year - The Regents will advance legislation to provide scholarships for Fifth Year or Masters Degree programs to recruit, prepare or retrain quality teaching personnel in science, mathematics, occupational education and second languages. These scholarships would be used for: 1) study of pedagogy, supervised practice teaching and additional subject study sufficient to qualify for certification; 2) study, of a subject in an area of need, by persons certified to teach in other areas, which is sufficient to certify those persons in the area of need. (LEG)
	Science and Mathematics teachers - The Regents have advanced legislative proposals to deal with potential teacher shortages in mathematics and science. These proposals will: establish undergraduate scholarships for prospective teachers of elementary- and secondary-school mathematics and science; establish graduate fellowships to prepare prospective teachers of elementary- and secondary-school mathematics and science; provide funding for in-service education for public and nonpublic school teachers

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDRY SCHOOLS IN NEW YORK STATE

K-6
(continued)

CURRENT	RECOMMENDED
	of mathematics and science; and to establish consultantships in elementary- and secondary-school mathematics and science. The consultants will help to strengthen the mathematics and science programs of their respective school districts through in-service training, curriculum enrichment and the development of new programs. (LEG)
	Teaching As A Profession - The Regents have advanced legislative proposals to designate teaching as a licensed profession. This comprehensive program is designed to ensure that teachers in New York State schools meet high certification standards through State tests for certification of teachers and administrators; and receive the necessary in-service education and to provide for administrative and teacher internships. (During the first year of employment in a public school, a teacher or administrator will be provided in-service education through a teacher-mentor. At the end of the academic year the SED will assess the proficiency of the teacher or administrator for the purpose of granting that teacher or administrator a provisional teaching certificate). (LEG)
	Teacher and Administrator Training
	In-service education to meet local needs identified through the Annual Comprehensive Assessment Report for teachers and administrators will be provided. Legislative proposals have been submitted to the Legislature to provide the State Education Department with the fiscal resources needed to support the necessary in-service education and technical assistance to public and nonpublic schools throughout the State. (LEG)
	All teachers should be able to work effectively with handicapped students who are appropriately placed in their classes according to their approved IEPs. The State Education Department will provide resources for in-service education and will work with teacher training institutions to incorporate appropriate preservice education into teacher training programs. The existing SETRC network will be one of the available resources to assist in conducting and coordinating in-service training for teachers and other school personnel involved with these students.

CURRENT	RECOMMENDED
	Administrators will be encouraged to use computer technology as a management tool in providing efficient and effective special education programs and services. The Education Department will work with institutions of higher education to incorporate information and skills related to special education into training programs for administrators.
Procedures	Procedures
	Each school district and nonpublic school will prepare an annual Comprehensive Assessment Report (CAR) on all subjects. The State will provide schools with the necessary data on State tests to help them complete the CAR. Schools will be required to add information on attendance and retention rates. The State will require that the data be presented in a format emphasizing test performance trends. Nonpublic schools and school districts will be responsible for taking corrective action if performance trends are not satisfactory. The State Education Department will identify approximately 10 to 15 percent of the low performing schools (approximately 600 to 900 schools) for special assistance and instructional and procedural requirements.
	For identified low performing schools, a self-improvement plan will be required. If sufficient progress has not been made in correcting the deficiencies identified by the CAR, the Department will require corrective measures targeted at the specific deficiency. Corrective measures may include required use of State syllabi, time on task for certain subjects, State-approved approaches to remedial work, comprehensive planning and the use of the State-supported in-service education days to address deficiencies identified by the CAR. These schools will be assisted through the Department's Resource Allocation Plan program and consortia services.
	In addition, through the high school registration program, the Department will monitor every five years, the progress of all schools in correcting deficiencies identified by the CAR.

CURRENT	RECOMMENDED
	The CAR will also be used to determine whether student performance indicates discrimination or inequity related to race, color, national origin or sex. The results of each annual Comprehensive Assessment of public schools will be presented to the public by the Board of Education of each district. The first report will be required in the fall of 1985.
Pupil Guidance Plan (Commissioners Regulations (CR) 100.1), School District Physical Education Plan (CR 135.4), Health Services (Public Law 2164; Regulations of the Commissioner of Health Part 66; E.L. 901-910, 912, 914; CR 136) Chapter 848 (CR 115), PSEN, Title I Plan (CR 149.4) and Bilingual Plan (CR 154).	The Education Department will continue to review the presently required reports and plans submitted by school districts and schools for the purpose of reducing the volume of reports and plans. School districts will be selected to pilot alternative reporting procedures beginning in September, 1984.
	Dropout Prevention - School districts with an aggregate attendance rate* of .900 or below will be required to develop plans for improving school attendance and use 25% of their increase in 1984-85 operating aid for programs to increase retention and attendance. Within these school districts, funds must be targeted on both school buildings with the lowest attendance rates and students with a high potential for school dropout. Programs and services which districts may implement include: the employment of additional guidance counselors, social workers, attendance specialists, etc.; in-school suspension programs; alternative schools; "adopt a school" programs by businesses; summer programs directed at promoting retention in the following fall; work-experience programs; and student support programs (e.g., family life and parent education, adolescent pregnancy programs).
	School Discipline - A safe and supportive school environment is essential for effective learning. Such an environment requires good discipline. Among the factors in an effective discipline program are discipline codes, a bill of rights and responsibilities for students, programs to prevent breach of good discipline, processes for removing disruptive students from classroom settings, and provisions for parent/teacher conferences related to discipline problems. These and other factors will be reviewed with relation to current law, rule and regulation on discipline with recommendations made on necessary changes in State or local school district responsibilities.
	Exemplary Projects - The Commissioner may waive any State regulation to allow a school to implement an innovative program designed to produce excellence in education.

*Attendance Rate = actual attendance/possible attendance.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

7-12

CURRENT

Course Requirements

Grades 7, 8, 9 (Commissioner's Regulation (CR)100.1)

English
Social Studies
Science
Mathematics
Health Education
Visual Arts
Music
Physical Education

Practical Arts
(Industrial Arts
Home Economics
Non-Vocational Agriculture
Non-Vocational Business)
Bilingual education where pupil need is established
Guidance (career instruction)

RECOMMENDED

Course Requirements

Grades 7-8

By the end of grade 8, a student must have completed the unit requirements listed below or their equivalents. Implementation Date - September, 1985.*

English	- 2 units**
Social Studies	- 2 units
Science	- 2 units
Mathematics	- 2 units
Technology***	- 1 unit
Home and Career Skills	- 3/4 unit
Physical Education	- Average of 2½ periods per week
Health	- 1/2 unit
Art and Music	- 1 unit
Library****	- the equivalent of one period per week
Second Language*****	- no time requirement

*Technology, Home and Career Skills and Library will be required by September, 1986.

**A unit is defined as at least 3 hours of instruction per week throughout the course of the school year or its equivalent. Schools are encouraged to maintain at least 40-minute periods.

***Requirements for Technology and Home and Career Skills may be met by the integration or incorporation of these subjects into other courses to ensure flexibility in grades 7 and 8, provided that Education Department criteria are met. Unit time requirements for all subjects listed above must be met under this alternative. In public schools, the subjects of Technology and Home and Career Skills must be taught by personnel certified to teach those subjects.

****The use of libraries should be taught by a library media specialist in cooperation with the classroom teachers. Schools will have flexibility in scheduling this requirement.

*****Second Language instruction must be available for public school students in 7th and 8th grades beginning in September, 1988. All public school students starting with the class of 1992 would be required to have at least one unit of instruction in a second language during grades K-9. Starting with the class of 1994, this requirement would increase to at least 2 units. Students identified as having handicapping conditions may be exempted from the second language requirements in grades K-9 if a student's Individualized Education Program (IEP), as established by the Committee on the Handicapped (COH), states it is not appropriate.

CURRENT	RECOMMENDED
	If a student is in need of State-mandated remedial work in grades 7 and 8, the school district or school may adjust a student's schedule (i.e., required subjects) to provide for the necessary remedial work. In deciding which subject or subjects may be replaced by remedial work, a school district or school must consider a student's abilities, skills and interests, and must consult a student's parents. The technology program shifts emphasis of the traditional industrial arts curriculum from learning to use tools and make products from woods, plastics, and metals to understanding systems of technology in the home and workplace. Systems of technology in fields such as production, transportation, construction, communications, and agriculture will be emphasized. The program will continue to emphasize hands-on, applied activities. A State syllabus will be developed for the technology program. Implementation date - September, 1986. Home and Career Skills is a transformation of the home economics program. The new course is designed to prepare students to meet their adult responsibilities as members of families, consumers, home managers and wage earners. The course emphasizes hands-on, applied activities. The content of Home and Career Skills will be organized in a modular format, which will give districts the flexibility to provide instruction at various times within the school schedule. The course will be developed and taught in close cooperation with a school's guidance program. Implementation date - September, 1986. Grade 8 students demonstrating readiness to begin grade 9-12 sequences in English, social studies, mathematics, science, second languages, arts and/or occupational education will have the option of starting them in 8th grade. This will enable students to take additional courses or Advanced Placement courses in 12th Grade. Students are not precluded from initiating sequences in grades 9 or 10. High school graduation credit will only be granted for Regents-diploma-level courses or courses for which examinations establish pupil performance at high school level. The Superintendent or his or her designee will determine if a student has demonstrated readiness to begin grade 9 course-work in the 8th grade. Course selection by students in grades 8, 9 or 10 - Students selecting courses in grades 8, 9 or 10 which are part of graduation requirements or sequences must have the option of selecting courses meeting requirements for either the local or Regents diploma.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

7-12
(continued)

CURRENT	RECOMMENDED
	Grades 7-12 Second Language Instruction - All public school districts must offer instruction in a second language in each school in grades 7-12 by September 1988. All public school students starting with the class of 1992 would be required to have at least one unit of instruction in a second language during grades K-9. Starting with the class of 1994, this requirement would increse to at least 2 units. SED will develop second language proficiency examinations, and students will be encouraged to take these examinations. Students passing a second language proficiency examination by the end of grade 9 will be granted 1 unit towards a local or Regents high school diploma in addition to any unit(s) received for coursework in a second language. Implementation date - June, 1989. Students identified as having handicapping conditions may be exempted from the second language requirements in grades K-9 if a student's Individualized Education Program (IEP), as established by the Committee on the Handicapped (COH), states it is not appropriate. Through the State Aid formula, public schools will receive additional aid for each student who passes a second language proficiency examination by the end of grade 9. Implementation date - June, 1989. Public schools will also receive additional State aid for the net increase in the number of students from the 1983-84 year who pass a Regents comprehensive examination in a second language. Implementation date - June, 1985. (LEG) The issue of a second language requirement for admission into a postsecondary institution will be reviewed in the Regents Statewide Plan for the Development of Postsecondary Education to be released at the end of 1984. The statutory requirement for the Regents Statewide Plan for the Development of Postsecondary Education was instituted in 1961.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

7-12
(continued)

CURRENT	RECOMMENDED
Grades 9-12: Required for All Students (CR 100.1) English - 4 units Social Studies, including 1 year of American History - 3 units Mathematics - 1 unit Science - 1 unit Health - ½ unit Physical Education - ½ unit each year (Unit is to be distributed throughout the school year) Bilingual education where pupil need is established Guidance (career instruction)	Grades 9-12: New Courses Required for All Students Social Studies - One additional unit, with the first half of the additional unit on "participation in government" and the second half of the unit on economics. An appropriate Advanced Placement course may be substituted with approval of the Education Department. Also, a student may meet the requirement for one additional unit of social studies through appropriate electives under the following condition. A student demonstrates, through examination(s), an acceptable level of proficiency in "participation in government" and/or economics. Implementation date - September, 1988. First graduation class affected - 1989. Mathematics - One additional unit of mathematics which will deepen the understanding and/or broaden the application of mathematical concepts beyond the General High School Mathematics Program. This unit is to be taken after passage of the Regents Competency Test in Mathematics. Implementation date - September, 1985. First graduation class affected - 1988.
Grades 9-12: Additional Courses for Graduation In addition to the required 9½ units, each student must complete a 3-unit sequence in one of the following: science, mathematics, foreign language, music, visual arts or vocational (occupational) subjects. Also, each student must complete a total of 16 units for a local high school diploma and 18 units for a Regents high school diploma.	Science - One additional unit of science which will deepen the understanding and/or broaden the application of life, physical and/or earth sciences beyond the level in the State syllabi for grades 7, 8 and 9 in science. Implementation date - September, 1985. First graduation class affected - 1988. Beginning in September, 1988, the additional unit in science is to be taken after passage of the Regents Competency Test in Science. Art and/or Music - One unit will be required. The unit of art and/or music may be satisfied by a student's participation in a school's major performing organizations (e.g., band, chorus, orchestra, dance, theater) for an equivalent period. Implementation date - September, 1985. First graduation class affected - 1989. Grade 9-12: New Courses Required for Regents Diploma Second Language - Each student pursuing a Regents Diploma will be required to take 3 units in a second language and pass the Regents Comprehensive examination in a second language. Implementation Date - September, 1985. First graduation class affected - 1989. However, students who complete an extended sequence (i.e. 5 units or more) in an occupational education subject, art or music will not be required to take three units of a second language until September, 1988. (First graduation class affected - 1992). Students identified as having handicapped conditions may be exempted from the second language requirements for the Regents Diploma if a student's individualized Education Program (IEP), as established by the Committee on the Handicapped (COH), states it is not appropriate.

CURRENT

RECOMMENDED

Aggregate of Current and New Requirements

Both local high school and Regents diplomas will require a minimum of 18½ units excluding the requirements for physical education (2 units). New requirements would be phased in as shown on the Schedule for Implementation of Proposed Recommendations.

The following courses will be required:

LOCAL DIPLOMA		REGENTS DIPLOMA	
English	- 4 units*	English	- 4 units*
Social Studies	- 4 units	Social Studies	- 4 units
Mathematics	- 2 units	Mathematics	- 2 units
Science	- 2 units	Science	- 2 units
Health Education	- 1/2 unit	Second Language	- 3 units**
Art and/or Music	- 1 unit	Health Education	- ½ unit
Sequences/Elective(s)	- 5 units	Art and/or Music	- 1 unit
		Sequences	- 2 units
	Total 18½ Units		Total 18½ Units

*A unit is defined as at least 3 hours of instruction per week throughout the course of the school year. Schools are encouraged to maintain at least 40-minute periods.

**Students who complete an extended Regents sequence (i.e. 5 units or more) in occupational education subjects, art or music will not be required to take 3 units in a second language until September, 1988. (First graduation class affected - 1992). Those students in the graduating classes of 1989, 1990 and 1991 whose extended Regents sequences are in occupational education subjects, art or music will be required to take an additional 3-unit sequence in place of the 3 units of a second language. Students identified as having handicapped conditions may be exempted from the second language requirements for the Regents Diploma if a student's Individualized Education Program (IEP), as established by the Committee on the Handicapped (COH), states it is not appropriate.

CURRENT	RECOMMENDED
	In addition to the required subjects, students pursuing a local diploma must either complete a three-unit sequence in each of two of the following: mathematics, science, a second language, occupational education, art, music or practical arts; or one five-unit sequence selected from the aforementioned subjects; or a three-unit sequence in one of the following: mathematics, science, a second language, occupational education, art, music or practical arts and one five-unit sequence in either English or social studies. In addition to the required subjects, students pursuing a Regents diploma must either complete a three-unit sequence in each of two of the following: mathematics, science, occupational education, art, music or practical arts; or one five-unit sequence selected from the aforementioned subjects; or a three-unit sequence in one of the following: mathematics, science, occupational education, art, music or practical arts and one five-unit sequence in either English or social studies. Regents Examinations or their equivalent will be required for all courses comprising the 18½ units for a Regents diploma. Occupational Education - The additional unit in mathematics and science may be an applied occupational mathematics and/or an applied science course. The Commissioner of Education may also approve occupational education courses (e.g., Anatomy, Plant and Animal Biology) with science and/or mathematics concepts equivalent to those in the second-year courses in mathematics and/or science to meet the additional unit requirement in mathematics and/or science. Students completing an approved occupational education sequence for either the Regents or local diploma shall complete a minimum of 3 units in occupational education. The specific units to be completed will be identified on a program-by-program basis. The sequence shall include: - A minimum of one unit of occupational awareness, job readiness and occupational preparation for broad career options. This unit will typically be met through the completion of one unit of Introduction to Occupations. However, the content and competencies may also be integrated into the specialized occupational courses. The competencies will be measured by a required State examination. Some sequences will require two units in Introduction to Occupations. - Most students will complete at least three units of specialized preparation as part of the approved occupational sequence.

CURRENT	RECOMMENDED
Handicapped Pupils - A school district or the principal of a nonpublic school may award a certificate to a pupil who is identified as meeting all the criteria of Section 200.1(cc)(4) of the Commissioner's Regulations and who completes an appropriate individualized education program.	Handicapped Pupils - Commissioner's Regulation 103.5 authorizes a school district or the principal of a nonpublic school to award a certificate to a pupil who completes an appropriate individualized education program and who meets the following criteria: a pupil who, concurrent with deficits in adaptive behavior, consistently demonstrates general intellectual functioning that is determined to be 1.5 standard deviations or more below the mean of the general population on the basis of a comprehensive evaluation which includes an individual psychological evaluation. In addition to the students included above, handicapped students who do not meet the above-mentioned criteria would be authorized to receive a certificate if the student has attended school for 13 years (excluding kindergarten) and has met the performance levels included in the individualized education program. Schools must establish procedures to ensure that handicapped students have the opportunity to pursue a high school diploma. Receipt of a certificate does not preclude a student from receiving a free public education to age 21. Students may satisfy the course requirement in any subject by passing the State-developed or State-approved examination at a grade level approved by the Commissioner without completing a unit of coursework. In addition to passing a written examination, a student must pass an oral examination or complete a special project to demonstrate proficiency in the subject matter area. Superintendents or their designees will determine if a student is eligible to take advantage of this alternative. However, at least 12 of the 18½ units required for graduation must be met through both coursework and, where appropriate, examination, and a student must attend school to the age of 16 years.
Time School year - If a school district is to receive full state aid, the district's schools must be in session for 180 days. Within the required 180 days, a district may use 8 days for State examinations and 3 days for Superintendent Conference days. The net result is that a school district will usually have less than 180 days to provide instruction for students. Education Law K3204(4)(a) requires that schools shall be in session 190 days inclusive of legal holidays that occur during the term of the school and exclusive of Saturdays. School day - A minimum of 5½ hours per day for instruction. Physical education - 2½ periods per week in grades 7 and 8; 3 periods per week one semester and 2 periods per week the other semester in grades 9-12	Time School year (In-service Education) - The school year for public schools will be extended up to 10 days, phased in over a two-year period with State aid payable for these days. This time will be used for staff in-service education, curriculum development, course planning, program evaluation and working with parents, community, business, and postsecondary organizations. In-service education and related activities to be undertaken during this 10-day period must be based on a needs assessment and an in-service education plan developed together with staff members participating in the in-service education program. Deficiencies identified in a school's Comprehensive Assessment Report (CAR) should also be addressed during this ten day period. Activities initiated should continue throughout the school year with the appropriate objectives, follow-up and evaluation. Administrators, supervisors and teachers should all be involved in a school's in-service activities. School districts will be provided options for the scheduling of staff in-service education days (LEG).

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

7-12
(continued)

CURRENT	RECOMMENDED
	School year (Instruction) - State funds will be requested to pilot test the concepts of the extended school year for instruction and the more efficient use of the instructional time within the existing school day. Research has shown that with appropriate controls on extraneous, non-instructional activities together with the in-service training of personnel, instructional time within the classroom can be increased.
	School Day - 5½ hours per day for instruction.
	Physical Education - 3 periods per week one semester and 2 periods per week in the other semester in grades 7-12. The Education Department will seek the advice of an ad hoc group of representatives of physical education on the provision of meeting a physical education requirement by the alternative use of extra class activity. The Department will make a report on this matter to the Regents no later than December 1984.
	Extra-class work - The State encourages schools to increase expectations for study and preparation out of class, either at school, at home, in libraries or in cultural institutions. With the increased course requirements, more rigorous curriculum, and additional required tests, it will be necessary for students to spend additional time on homework. This expectation should be implemented through effective school/home cooperation. The State will not issue a regulation in this area.

32

CURRENT	RECOMMENDED
Remedial Work Required of all students who score below the statewide reference point on State tests in mathematics, reading, and writing.	Remedial Work Students who score below the statewide reference point on State tests in mathematics, reading and writing will be required to have remedial work. All regular and special education teachers are encouraged to coordinate a student's classroom work with his or her remedial work. Remedial specialists should work with the regular and special education teachers to provide the appropriate instruction as needed. The individual needs of each student should be addressed. The necessary remedial work and support services (i.e. guidance, social work, psychological services, etc.) should be provided to these students to ensure that all students have the opportunity to achieve academic excellence. A State-approved approach to providing coordinated remedial instruction may be required if a school's Comprehensive Assessment Report (CAR) reveals unacceptable student progress in a school's remedial education programs. The CAR will also be used to determine whether student performance indicates discrimination or inequity related to race, color, national origin or sex. Limited-English-Proficient Students Specialists in English as a Second Language (ESL) or native language instruction should work with regular and special education teachers to provide appropriate instruction as needed.
Content/Objectives State syllabi recommended for 7-8; required for 9-12. In addition, instruction must be provided in: - patriotism and citizenship; history, significance, meaning and effect of the Constitution of the United States and amendments thereto; Declaration of Independence; Constitution of New York State and amendments. (E.L. 801) - The flag, pledge of allegiance, certain holidays (E.L. 802)** - physical education and kindred subjects (E.L. 804) - alcohol, drug, and tobacco abuse (E.L. 804) - highway safety and traffic regulation; bicycle safety; school safety patrol (E.L. 806) - fire drills (E.L. 806) - arson and fire prevention (E.L. 808) - humane treatment of animals and birds (E.L. 809)** - Conservation Day (E.L. 810) **Not applicable to nonpublic schools.	Content/Objectives State syllabi are recommended in all subjects. The State Education Department will take a leadership role in developing syllabi in all required programs. State syllabi will include interdisciplinary approaches where appropriate. The required use of State syllabi will be imposed when individual schools do not meet student performance minimums as determined by the State through the Comprehensive Assessment Report (CAR) program. This requirement will apply to both public and nonpublic schools. In addition, instruction must be provided in: - patriotism and citizenship; history, significance, meaning and effect of the Constitution of the United States and amendments thereto; Declaration of Independence; Constitution of New York State and amendments. (E.L. 801)

CURRENT	RECOMMENDED
Individualized Education Program - Each board of education must assure the preparation of an individualized education program (IEP) for each handicapped student. An IEP must be prepared at the time the child enters a special education program, and must be reviewed and revised periodically but not less often than annually.	- the flag, pledge of allegiance, certain holidays (E.L. 802)** - physical education and kindred subjects (E.L. 804) - alcohol, drug, and tobacco abuse (E.L. 804) - highway safety and traffic regulation; bicycle safety; school safety patrol (E.L. 806) - fire drills (E.L. 806) - arson and fire prevention (E.L. 808) - humane treatment of animals and birds (E.L. 809)** - Conservation Day (E.L. 810) All Subjects - In the secondary school subject matter areas, revisions in the syllabi will include materials and activities related to generic subgoals, such as problem solving, reasoning skills, speaking, capacity to search for information, and the use of libraries and to increase student awareness of and information about the disabled. (See statement of Regents Elementary and Secondary Goals for Students on pages 7-9 for a complete description). English/Language Arts - A revision of the English/Language Arts syllabus is underway. Curriculum guides for writing and listening and speaking are being prepared for field testing. Initial development of guides for reading and literature have begun. Native Language Arts - The Department will seek additional State and federal funds to develop syllabi and curricular materials in languages other than English, including Native American languages, for linguistic minority students according to need.
Social Studies - The existing syllabi has been in place for more than ten years.	Social Studies - The outline of a proposed 7-12 syllabi revision for social studies has been prepared for general reaction. It includes a chronological approach to New York and American history, a two-year concentration on global studies, and emphasis on economics and participation in government in the final year of the six-year sequence. It stresses civic values. Decisions on the proposed framework will be made in the Spring of 1984.
Mathematics - The existing (7-8) mathematics syllabi has been in place for more than ten years.	Mathematics - The mathematics syllabi for grades 7-8 is under revision. The revision will include a component on computer use. A new 9-11 syllabi has been developed. A decision regarding statewide adoption of the new syllabi will be made in the Spring of 1984.

**Not applicable to nonpublic schools.

CURRENT	RECOMMENDED
Science - The middle school (7-9) science syllabi have been partially revised during the past five years. Approximately two-thirds of the modular units that comprise the curriculum have been revised. These modular units focus on topics in life, physical and earth sciences.	Science - During the next three years, revisions of the 7-9 science syllabi will be completed. The modular units to be completed will focus on physical science, technology and society, and energy. The new Regents Competency Tests in Science will be based on the 7-9 science syllabi. A study of the most effective sequence of courses in biology, chemistry, earth science and physics is in progress.
Foreign Language - All existing syllabi in modern foreign languages have been in place for more than ten years. The English as a second language syllabus for high school is recommended for limited English proficient students.	Second Languages - A second language is defined as a second language in addition to English. Revised syllabi in French, Spanish, German, Italian, Latin and Hebrew are in various stages of planning and development. Further development will continue after the completion of proficiency standards being developed by the American Council on the Teaching of Foreign Languages and the SED. All new syllabi will include grades 7 through 12. Implementation date - June, 1988. Thereafter, the Department will develop secondary school syllabi in other languages, including Chinese, Greek and Russian, according to need. English as a Second Language is defined as specialized English language instruction for Limited English Proficient (LEP) students.
	Art/Music - The art and the music syllabi for 7-8 are entitled "Art for the Young Adolescent" and "Music in the Middle/Junior High School." Both syllabi are presently being field-tested. Each stresses the understanding of art and music forms and their relationship to the rest of the syllabi, the acquisition of skills at various levels, and the development of attitudes and values through experiences in art and music.
	Art and/or Music - The art and music syllabi for 9-12, including the courses to be required for high school graduation, will be revised to include: history of the art form; an understanding of diversity of cultural heritage which has contributed to the development of the art form; an understanding of aesthetic judgments and the ability to apply them to works of art; opportunities to produce or perform works in the art form; and the ability to use cultural resources such as museums, libraries, theaters, historic sites and performing arts groups to further an understanding and appreciation of the arts.
	Computers - Students will acquire skills in the use of computers as the technology is applied to various courses. Secondary education syllabi will be updated to incorporate computer literacy and computer technology into the appropriate subjects. For example, word processing can be included with instruction on writing; problem-solving will be included with instruction in mathematics or logic; and information search skills will be included in several subjects. The new 7-8 mathematics syllabus will include an emphasis on computer literacy.

CURRENT	RECOMMENDED
	Students in special education classes will have opportunities to acquire skills in computer use and will also be afforded appropriate environmental modifications available through the use of computer technology, such as prosthetic devices and applications.
	Interdisciplinary Projects - Schools will be encouraged to have each student in grades 7-12 complete at least one interdisciplinary project each year. The project may be individual or group; it should demonstrate the student's capacity to use skills and knowledge commensurate with the current grade level studies. Such assignments would provide each child with the chance to build pride and competence by completing a recognized effort. These can enhance self-esteem and demonstrate that students can apply knowledge and skills learned in several subjects through a long-term project such as an exhibit, display, demonstration, performance or major paper. The use of computers and libraries will be encouraged. State funds will be requested to pilot test the effectiveness of interdisciplinary projects as an instructional tool. After an evaluation is completed in 2 or 3 years, the Department will reconsider mandating interdisciplinary projects for all students in grades 7-12.
	Occupational Education - All occupational education syllabi are in the process of being revised to provide a more coordinated program. Instruction provided to students in grades 7 and 8 in Personal and Career Development and Technology described earlier will serve as a foundation for occupational education in grades 9 through 12. Occupational education students will be required to take instruction covering the topics of occupational awareness, job readiness, life skills, and occupational preparation. This unit will typically be met through the completion of one unit of Introduction to Occupations. However, the content and competencies may also be integrated into the specialized occupational courses. In grades 11 and 12, occupational education programs will consist of required and selected modules in broad preparation for occupations (e.g., trade occupations, service occupations and information occupations) as well as required and selected modules of specialized preparation for occupational clusters (e.g., office occupations and agricultural science and production). Implementation date - September, 1987. First graduation class affected - 1991. Students with handicapping conditions will have increased access to occupational education in areas which appropriately address individual needs and future employment.
	Physical Education/Health - Revisions of the physical education and health syllabi are in the planning stages. Revisions will focus on unifying the syllabi in physical education and health to minimize repetition and focus on knowledge and skills to strengthen physical, mental and emotional health.

CURRENT	RECOMMENDED
	Use of Curriculum in Special Education - The curricular content being used in special education programs will be reviewed to ensure equivalency with the revised curricular content in all subjects, when appropriate. Districts will be required to provide access to credit-bearing courses of study to students with handicapping conditions who serve to benefit from this emphasis. Special Education monitoring will include a focus on regular education course availability and/or its equivalent, where appropriate. Individualized Education Program - Each board of education must assure the preparation of an individualized education program (IEP) for each handicapped student. An IEP must be prepared at the time the child enters a special education program, and must be reviewed and revised periodically but not less often than annually.
Examinations Regents Competency Testing Program: All students must meet the Regents Competency Testing standards in reading, writing, and mathematics (by passing Regents Competency Tests, Regents Examinations or other tests approved by the Commissioner) before being eligible to graduate. The State recognizes the special needs of Limited English Proficiency (LEP) students and handicapped students. The Department authorizes alternative testing procedures to determine required competencies of LEP and handicapped students based upon their special needs.	Examinations* Regents Competency Testing Program: All students must meet the Regents Competency Testing standards in reading, writing, and mathematics (by passing Regents Competency Tests, Regents Examinations or other tests approved by the Commissioner) before being eligible to graduate. The Regents Competency Test in Reading will be revised to raise the level of accomplishment required in relation to increases in secondary school textbook levels of difficulty since initial establishment of test standard. Implementation date - May, 1986. First graduation class affected - 1986. A Regents Competency Test in Science, usually to be taken at the end of grade 9, will be developed. Implementation date - June, 1988. First graduation class affected - 1991. New proficiency examinations will be established in reading, writing, speaking and listening to second languages. Students who demonstrate readiness may take a second language proficiency examination. If the student passes the exam by the end of grade 9, he or she will receive 1 unit of credit towards a high school diploma. Implementation date - June, 1989.

*See page 11 for a complete description of the types of examinations required in the secondary program.

CURRENT	RECOMMENDED
	Three State social studies examinations will be required. A State examination will be offered at the end of grade 8 to include the coursework in grades 7 and 8, American and New York State History and Government. This examination will be used to assess the 7-8 program. Implementation date - June, 1989. A State examination will be required at the end of grade 10 to include the coursework in grades 9 and 10, global studies. Implementation date - June, 1989. First graduation class affected - 1991. A State examination will be required at the end of grade 11 to include the coursework in grade 11, American History. Implementation date - June, 1988. First graduation class affected - 1989.
	Each occupational education program shall have a State examination which measures specific occupational competencies as well as the application of occupational awareness, job readiness skills and life skills to the specific occupational area tested. Implementation date - September, 1987. First graduation class affected - 1991.
Regents Examinations: To be eligible for a Regents diploma, a student must pass Regents Examinations in certain specified subjects. All students must pass the Regents Examinations in English, and social studies, and in the subjects of their major 3-unit sequences where Regents examinations are offered.	Regents diploma candidates must pass Regents examinations or their equivalent for all courses comprising the 18½ units required for a Regents diploma.
	Locally developed examinations which measure an equivalent level of knowledge and skill may be substituted for a required State test if approved by the Commissioner.
	The State recognizes the special needs of Limited English Proficiency (LEP) students and handicapped students. The Department authorizes alternative testing procedures to determine required competencies of LEP and handicapped students based upon their special needs.
Educational Personnel	Educational Personnel
	Personnel Standards
Public school teachers must be certified (E.L. 3001). Requirements for certificates in the several specialties for teaching in grades 7-12 vary considerably. For detail, see Part 80 of the Commissioner's Regulations.	Public school teachers must be certified (E.L. 3001). Requirements for certificates in the several specialties for teaching in grades 7-12 vary considerably. For detail, see Part 80 of the Commissioner's Regulations.
There is no State examination required for teacher certification.	A statewide examination for teacher certification will be implemented; satisfactory performance on tests of knowledge of English, social studies, mathematics, science, and the arts of pedagogical practice, and specialty examinations in subject areas will be required for teacher certification.

CURRENT	RECOMMENDED
	Second language teachers - Second languages in the secondary grades must be taught by personnel certified to teach second languages. (See reference to second language teachers in the elementary grades on page 20).
	Implementation of the Regents proposal to require school districts to conduct annual professional performance reviews.
	Visiting lecturer - Commissioner's Regulations 80.33(c) permit school districts to retain "visiting lecturers" with special qualfications to supplement regular programs of instruction. To retain such a lecturer, a superintendent of schools must apply to the Commissioner for a "visiting lecturer" temporary license.
	The Department will initiate a one year review of the course requirements for certification of elementary and secondary school teaching personnel. In addition the Department will initiate a special study of the current impact of the regulation which allows a teacher to teach a subject not covered by his or her certification for a period not to exceed five classroom hours per week. Recommendations based on this study should be ready in six months.
	Recruitment
	State Aid - Each district will be obligated to use existing and increased State aid funds to improve and expand instructional services (e.g., to attract and retain teachers by raising their salaries, to adjust teacher-pupil ratios based on program need; to update equipment used for instruction; to implement second language programs; to support elementary classroom teachers providing remedial services for their students; to provide additional personnel for school support sevices, etc.)
	Fifth Year - The Regents will advance legislation to provide scholarships for Fifth Year or Masters degree programs to recruit, prepare and retrain quality teaching personnel in science, math, occupational education and second languages. These scholarships would be used for: 1) study of pedagogy, supervised practice teaching and additional subject study sufficient to qualify for certification; 2) study, of a subject in an area of need, by persons certified to teach in other areas, which is sufficient to certify those persons in the area of need. (LEG)

CURRENT	RECOMMENDED
	Science and Mathematics teachers - The Regents have advanced legislative proposals to deal with potential teacher shortages in mathematics and science. These proposals will: establish undergraduate scholarships for prospective teachers of elementary and secondary math and science; establish graduate fellowships to prepare prospective teachers of elementary and secondary math and science; provide funding for in-service education for public and nonpublic school teachers of mathematics and science; and to establish consultantships in elementary and secondary mathematics and science. The consultants will help to strengthen the math and science programs of their respective school districts through in-service training, curriculum enrichment and the development of new programs. (LEG) Teaching As A Profession - The Regents have advanced legislative proposals to designate teaching as a licensed profession. This comprehensive program is designed to ensure that teachers in New York State Schools meet high certification standards through State tests for certification of teachers and administrators; and receive the necessary in-service education and to provide for administrative and teacher internships. (During the first year of employment in a public school, a teacher or administrator will be provided in-service education through a teacher-mentor. At the end of the academic year the SED will assess the proficiency of the teacher or administrator for the purpose of granting that teacher or administrator a provisional teaching or administrative certificate). (LEG) Teacher and Administrator Training In-service education to meet local needs identified through the Annual Comprehensive Assessment Report for teachers and administrators will be provided. Legislative proposals have been submitted to the Legislature to provide the State Education Department with the fiscal resources needed to support the necessary in-service education and technical assistance to public and nonpublic schools throughout the State. (LEG) All teachers should be able to work effectively with handicapped students who are appropriately placed in their classes according to their approved IEPs. The State Education Department will provide resources for in-service education and will work with teacher-training institutions to incorporate appropriate preservice education into teacher training programs. The existing SETRC network will be one of the available resources to assist in conducting and coordinating in-service training for teachers and other school personnel involved with these students.

CURRENT	RECOMMENDED
	Administrators will be encouraged to use computer technology as a management tool in providing efficient and effective special education programs and services. The Education Department will work with institutions of higher education to incorporate information and skills related to special education into training programs for administrators.
Procedures	Procedures
	Each school district and nonpublic school will prepare an annual Comprehensive Assessment Report (CAR) on all subjects. The State will provide schools with the necessary data on State tests to help them complete the CAR. Schools will be required to add information on attendance and retention rates. The State will require that the data be presented in a format emphasizing test performance trends. Nonpublic schools and school districts will be responsible for taking corrective action if performance trends are not satisfactory. The State Education Department will identify approximately 10 to 15 percent of the low performing schools (approximately 600 to 900 schools) for special assistance and instructional and procedural requirements.
	For identified low performing schools, a self-improvement plan will be required. If sufficient progress has not been made in correcting the deficiencies identified by the CAR, the Department will require corrective measures targeted at the specific deficiency. Corrective measures may include required use of State syllabi, time on task for certain subjects, State-approved approaches to remedial work, and comprehensive planning and the use of the State-supported in-service education days to address deficiencies identified by the CAR. Those schools will be assisted through the Department's Resource Allocation Plan program and consortia services.
	In addition, through the high school registration program, the Department will monitor, every five years, the progress of all schools in correcting deficiencies identified by the CAR.
	The CAR will also be used to determine whether student performance indicates discrimination or inequity related to race, color, national origin or sex. The results of each annual Comprehensive Assessment of public schools will be presented by the Board of Education of each district to the public. The first report will be required in fall of 1985.

CURRENT	RECOMMENDED
Pupil Guidance Plan (CR 110.1), School District Physical Education Plan (CR 135.4), Health Services (Public Law 2164; Regulations of the Commissioner of Health Part 66; EL 901-910, 912, 914; CR 136) Chapter 848 (CR 115), PSEN, Title I Plan (CR 149.4) and Bilingual Plan (CR 154) and secondary school registration.	The Education Department will continue to review the presently required reports and plans submitted by school districts or schools for the purpose of reducing the volume of reports and plans. School districts will be selected to pilot alternative reporting procedures beginning in September, 1984. Dropout Prevention - School Districts with an aggregate attendance rate* of .900 or below will be required to develop plans for improving school attendance and use 25% of their increase in 1984-85 operating aid for programs to increase retention and attendance. Within their school districts, funds must be targeted on both school buildings with the lowest attendance rates and students with a high potential for school dropout. Programs and services which districts may implement include: the employment of additional guidance counselors, social workers, attendance specialists, etc.; in-school suspension programs; alternative schools; "adopt a school" programs by businesses; summer programs directed at promoting retention in the following fall; work-experience programs; and student support programs (e.g., family life and parent education, adolescent pregnancy programs, etc.). School Discipline - A safe and supportive school environment is essential for effective learning. Such an environment requires good discipline. Among the factors in an effective discipline program are discipline codes, a bill of rights and responsibilities for students, programs to prevent breach of good discipline, processes for removing disruptive students from classroom settings, and provisions for parent/teacher conferences related to discipline problems. These and other factors will be reviewed with relation to current law, rule and regulation on discipline with recommendations made on necessary changes in State or local school district responsibilities. Exemplary Projects - The Commissioner may waive any State regulations to allow a school to implement an innovative program designed to produce excellence in education.

*$\frac{\text{Attendance}}{\text{Rate}}$ = actual attendance/possible attendance

CURRENT	RECOMMENDED
	The Regents will propose legislation to allow BOCES at the request of two or more school districts to offer credit-bearing courses in acader subjects. Options being considered in this area include: BOCES itinerar teachers in academic areas; summer school and regular academic subjec course offerings at BOCES; satellite BOCES programs with specific academic concentrations or specializations at geographically advantage local schools; and the use of interactive technology to allow BOCES to offer academic courses to students. (LEG) The Department will also pilot test the use of alternative schedules (e.g., block-scheduling at BOCES, the use of 3 daily sessions at BOCES) to ensure that students participating in BOCES programs have the option of pursuing a Regents Diploma.

Generic Changes in Instruction

Reflected in the preceding charts summarizing changes in "instructional requirements" are a number of generic changes which cut across grade levels and subjects. These generic changes, described below, are integral parts of this Action Plan and will have as much influence on the way elementary and secondary education proceeds in New York State over the next several years as will changes in instructional requirements. The changes are to:

1. Increase focus on early childhood education through enactment of the Regents proposal for State funding of optional prekindergarten programs for children at age 4 years.

2. Concentrate the early school years on developing the child's capacity in English -- speaking, listening, reading and writing. Schools may have to examine their class sizes, adult/student ratios, and allocation of support services with an eye toward improving this concentration.

3. Require statewide evaluation of standards specified in State syllabi in both elementary and secondary schools. Increased expectations for pupil performance at the secondary level will not be realized unless there is a greater emphasis on standards in the elementary-school years.

4. Ensure that all students are learning to think logically and creatively and to apply reasoning to issues and problems in all subjects at all grade levels. The Regents Subgoals #1.1 and #1.2 define aspects of learning which are fundamental to improving the quality of all instruction. Nothing is more important to the quality of what students learn than the extent to which they learn to think in disciplined ways about what they study: to think logically and creatively and to apply reasoning skills to issues and problems. As part of implementing this Action Plan, the Education Department, working with teachers and administrators, will clearly identify specific reasoning and problem solving skills and develop specific sequential student objectives for all relevant subjects at all grade levels to ensure that students acquire these skills and learn to apply them within the subjects they study and to issues and problems in life outside school.

5. Focus planning on more efficient and effective use of existing instructional time.

6. Extend the school year to provide 10 additional days for staff development, curriculum development, and review of program results. This extension could be used also to provide more parent/teacher cooperation as well as staff development.

7. Incorporate instruction in the use of computers and other technology as applied to particular subjects rather than as stand-alone courses, e.g., word processing for learning to write, computers for learning to solve problems and for retrieving information.

8. Implement Education for Civic Values. Values are a key element in everyone's life. Certain kinds of values - civic values - are a critical element in the maintenance of a democratic society, and public and nonpublic schools in a pluralistic democratic society have a responsibility for helping to ensure that young people acquire the knowledge and skills they need to act according to civic values. The Regents Position Paper on "Education for Civic Values" provides a

rationale for school programs in education for civic values and a description of what such programs should comprise. The implementation plan for the Position Paper describes the way the Regents intend to ensure integration of education for civic values in instructional and noninstructional aspects of students' experiences in schools.

9. Encourage local innovations for achieving statewide goals for students. School districts will be encouraged to develop better ways of achieving goals for students, and the Commissioner will waive Regulations where necessary to permit schools to operate effective innovative programs. The Education Department will seek out effective innovative programs and use its "Transferring Success" process to encourage widespread adoption of effective practices.

10. Encourage programs to decrease the number of school dropouts and to increase the retention of students in school through graduation. The Education Department will use its "Transferring Success" process to identify, and to encourage widespread adoption of, programs to decrease dropouts and increase retention of students through graduation and will propose state-aid changes to ensure that school districts with large rates of dropouts or poor attendance rates will implement special efforts to reduce this problem.

11. Change in teaching approach and techniques, particularly at the secondary-school level. There is little cross contact or "interdisciplinary" activity among the subjects taught. Each subject is generally taught as a self-contained unit. There is insufficient connection with respect to the relationship of standards for certain skills, such as reading or speaking, as they are needed for subjects such as social studies. A goal such as the ability to understand, respect and accept people of diverse backgrounds should be a part of all curriculum areas. Subgoals such as problem solving and creative thinking should be a part of almost all subjects. Unless there is a more systematic way to integrate these subgoals into the various subjects taught, the subgoal objectives will not be met. Special interdisciplinary projects are recommended, and statewide curriculum-development in all subjects will incorporate interdisciplinary objectives in State syllabi.

12. Special Interdisciplinary Projects. Several subgoals are not related distinctly to specific subjects. The development of self-esteem or respect for property, for example, can be encouraged through projects or activities which cut across any student's school experiences. Projects designed to meet the objectives can be orchestrated to realize accomplishment. Schools can make certain assignments to students, perhaps one or two each year, which involve learning beyond a particular subject. Such assignments would provide each student with the chance to build pride and competence by completing a recognized effort. These can enhance self-esteem and demonstrate that students can locate, select, interpret, and use appropriate information, and can apply knowledge and skill learned in several subjects through long-term projects, such as exhibits, displays, demonstrations, performances or major papers.

13. Extra-Class Work. Learning and academic progress are not limited to in-class study or instruction. A major objective for the schools must be to help students to learn how to learn by themselves. The Regents encourage a significant emphasis, therefore, on expanded reliance on thoughtful and effective "extra-class work" at school, at home and at libraries and other cultural institutions. School staffs will be encouraged to work closely with parents to ensure the effectiveness of this work.

14. Assessment Instruments. As the capacity to establish specific objectives for education grows, we have greater opportunity to offer statewide examinations to determine results of learning. In keeping with tradition of more than 100 years of Regents examinations, the expanded use of tests in New York has a particularly strong potential for demonstrating whether or not student results are achieved. Furthermore, there is good potential for relating evaluation items and instruments, from the local level and the national level (such as SAT, ACT, national assessment of educational progress instruments, and various standardized tests) with our State examination program. The potential is increasing for having local school-district or school examinations built on the basis of test-item banks which draw on both national and State resources. The long-term capacity for school systems to judge themselves on their performance criteria against other districts in the State, and against statewide and national levels of performance, has powerful potential. An additional potential gain is available through the use of instructional management systems which provide objectives and mastery test items to guide instruction. Such systems are essential to insuring that objectives across grade levels are linked. The use of testing procedures in trade-off for State requirements of courses or periods of time for study has important potential for many parts of the curriculum.

In addition, the greater use of essays or other test forms is necessary to adequately measure change in achievement of many of the priority subgoals.

15. Annual Comprehensive Assessment Report (CAR). Our experience with several Department efforts to work with local school districts and nonpublic schools confirms the importance of having sound local procedures either recommended or required by the State as a condition for improving performance. These procedures may be in the form of plans or assessment and evaluation procedures. Systematic evaluation and reporting on accomplishment of objectives is essential to keep any organization operating effectively. New York currently has no general requirements for such systematic and comprehensive school-district evaluation and reporting. This Action Plan establishes such a procedure. The procedure requires school board review of each annual report. It provides for public disclosure and for a means of information to flow to the State for purposes of identifying and assisting those school districts and schools most in need of help. Under this procedure, every superintendent of schools will report trend information on student results on State tests for each school in the district at a public meeting of the school board each year. The procedure builds on the improved performance attained by the schools and school districts in our Resource Allocation Plan (RAP). With the exception of public disclosure, all elements of the CAR system apply to nonpublic schools.

16. Staff Development. For many years we have advocated an increase in State funding for staff development. It is clear from our experience and the review of recommendations for change in elementary and secondary education in the several national reports now being released that the single most important factor for improvement in pupil performance is staff development. No matter what recommendations for change may be made in courses, content, length of time for schooling, change in structure of course arrangement, examinations or procedures, an opportunity for practitioners to learn new techniques to change their practice is essential. This Action Plan calls for State funding of in-service education or staff development up to a 10-day increase in the length of the school year to provide time for all educational personnel to learn new skills and techniques. Among these skills and techniques, the application of appropriate

technologies to their practice; curriculum development; techniques for providing instruction for appropriately placed children with handicapping conditions; and planning for comprehensive change are essential.

The changes in instructional requirements described in the summary charts must be seen in the complete context of the generic changes we propose. The increases in units of specific subjects required for graduation and new required examinations, along with recommendations for changes in State syllabi and for more efficient use of instructional time, require changes in curriculum and test development, in-service education and staff development, resource sharing, and technical assistance. New requirements in time or number of units will not be effective unless such changes are made. Students will not pass new examinations unless their teachers can prepare them for the examinations.

Many Goals and subgoals which are directly related to certain subjects can be better achieved by changing the contents or methods of teaching in other subjects. For instance, science instruction should demonstrate to students that mathematics is an essential tool for scientific investigation and for expressing scientific hypotheses and findings. Instruction in the social sciences should include use of mathematical concepts, such as probability, to design and implement social science research. Reading is taught partly through written material about historical events and scientific discovery. Writing, speaking, and listening are taught in subjects such as social studies, science, foreign language, art or music. In high school, all teachers should take responsibility for teaching general skills, such as writing, speaking, listening, and library and computer skills. Extracurricular activities provide opportunities for students to practice, improve, and expand skills they have learned (e.g., speaking and listening, logic, plotting statistical probability) in classrooms. Special education programs should provide access to curriculum equivalent to that required for all children when a pupil with a handicapping condition has the potential to benefit from that curriculum.

The changes in instructional requirements proposed in the summary charts require new connections among Goals, between Goals and subjects, among syllabi and examinations, between curriculum and school organization, between curricular and extracurricular activities, and among personnel in schools and those outside. The Action Plan offers a comprehensive context in which to strengthen these connections.

Generic Institutional Changes

Changes in specific instructional requirements and generic changes directly related to instruction must be accompanied by institutional changes which promote commitment to improved learning in the schools. Many of the Regents goals focus on the emotional, social, and affective growth of students. Accomplishment of these goals depends on the tone or environment of the school and classroom, the relationship of adult to student and student to student in the school, the capacity of the schools to provide ever-increasing opportunities for development of self-discipline and responsibility, and rewards for both individual and group or cooperative accomplishment: in short, the quality of the student's total experience in the school.

Our Plan includes expectations for the complete student experience and for these key factors: educational personnel; organization of the instructional program within a school, among schools or school districts, and with relation to changing patterns of early childhood education, and individual student needs for intensive programs of study; school finance; relationships of elementary and secondary schools to higher education and cultural institutions; and significant relationships that must exist between schools and families, community organizations and agencies, businesses and industries.

Changes in these factors will be linked with proposed changes in the instructional program as follows:

1. Educational Personnel. For several years the Regents and the Department have advocated significant changes in the recruitment, examination, training, placement and retention of educational personnel. These recommendations have been made in the form of legislative proposals and include State monitoring of school district reviews of teachers' and administrators' performance, funding for in-service education for public-school teachers and administrators, internships for newly employed teachers and administrators in public schools, recognition of teaching as a licensed profession, grants for undergraduate and graduate preparation of prospective science and mathematics teachers, and establishment of Regents consultantships in elementary- and secondary-school mathematics and science. In addition, the Regents will advance to the Legislature proposals to provide scholarships for Fifth Year or Masters Degree programs to recruit and prepare teaching staff in science, mathematics, occupational education and second languages. These programs would fund study of pedagogy sufficient to qualify for licensure as public school teachers for people with high-quality preparation in the subject to be taught and for study of the subject to be taught.

   Efforts to strengthen teaching must be continued in representations to the Governor and legislative leaders. In particular, such efforts must emphasize recruitment for future staffing and staff development of educational personnel.

2. Organization Issues

   a. Within school programs. Our recommendations provide for continuing current required instructional time per day or week as in regulations but providing for additional flexibility. A significant increase in the commitment of time to learning will result from increases in "extra-class work" either at school, at home, or in libraries or other cultural institutions.

      Our recommendations include an extension of the school year to provide for regular staff development of all educational personnel at least two weeks per year. During this period, staff time would be committed solely to staff development, curriculum development, planning for the instructional program, assessment of the instructional program's results, and working with parents.

   b. Among schools, school districts, BOCES and colleges. The increase in requirements for instruction in this Plan, coupled with current financial constraints and the reduction of student enrollment in the secondary schools requires greater cooperative use of resources among schools, school districts, BOCES, public and school libraries, and colleges to present needed programs for students. The Regents will propose legislation to allow BOCES to offer credit-bearing courses in academic areas at the request of more than one school district. This could include summer or school-year courses in academic subjects at BOCES, BOCES-coordinated courses in geographically advantageous sites for districts in particular regions, and the use of interactive technology to allow BOCES to offer academic courses in several schools. In addition to stronger cooperative offerings, there must be an acceleration of school district reorganization. Finally, in implementing the provisions of the Action Plan, greater use should be made of the newly developed regional councils. These regional

councils are providing a forum for discussion between school districts and college administrators on issues regarding the training, selection and retention of teaching personnel. These councils can serve as a focal point for staff development and teacher recruitment and retraining.

c. Organization of Study Related to Experimental Early Childhood Programs and Student Ability. Providing for early childhood education is a high priority for the Regents. The Regents have approved a legislative proposal that would provide State assistance for attendance of four-year-old children in prekindergarten programs. This proposal reflects the commitment of the Board to offer an opportunity for school at public expenditure at an earlier age than now provided. As the Head Start and experimental prekindergarten programs have demonstrated, a great change has occurred in early childhood education with the potential for excellent activities and providing more rigorous attention to development of reading readiness skills at earlier ages. Our experts in reading, for example, indicate that approximately forty percent of what was part of the first-grade reading program in the mid-1960's is now a part of the kindergarten program. Much of what was formerly done in kindergarten is now part of prekindergarten. Also, many children need additional experiences for language, social and psyco-motor development. No specific change in the formal years of compulsory schooling is proposed in this plan, but it is important that any change in the required instructional program preserve a flexibility for the pacing of children according to his or her individual needs.

Flexibility is also necessary in instructional programming at the secondary-school level. Increasing numbers of students in our State now have accelerated programs and complete almost all requirements for the high school diploma before the twelfth year. The recommendations that follow in the Plan would require that each school district provide the opportunity for students in the junior high school years who can demonstrate capacity to accelerate their programs to have access to advanced placement or college-level studies at the time that they reach the twelfth grade. This provision of access enables student choice, either to remain in the secondary school and continue to be pressed with appropriately challenging courses or to move to college at the end of eleventh grade. No requirement is suggested for any lock-step of progress by age. The recommendations build individual flexibility into the system.

d. Summer Programs for Intensive Study. Special intensive summer programs for students completing grades 7 and 8 can provide several benefits beyond the obvious benefit of making better use of facilities and faculty during the summer months. Such programs, held at colleges and universities, can:

- Provide youngsters with an intensive learning experience during which they succeed at something, making it less likely they will drop out of school and more likely they will be successful in the regular school program.

- Provide youngsters with experiences in working with others from a variety of backgrounds and with experience in governance of the summer program, so that they will acquire understanding and habits of civic responsibility.

- o Provide some educational equity by making high-quality summer programs available to children from various segments of society.

- o Provide teachers with opportunities to learn new instructional techniques, including techniques for using interactive technology.

In these projects, young adolescents who are willing to devote parts of their summers to intensive study would work with experienced teachers and experts. Projects would provide two to six weeks of summer study following seventh grade, and two to six weeks of summer study following eighth grade in areas such as mathematics, science and computer science. Eventually programs could be expanded to include languages, music, art and other subjects. Projects would offer access to a concentration of study and experience not usually available in the regular school year.

In addition, summer-school programs for students who need extra time and help to meet State requirements should be expanded.

3. Finance. Changes in the instructional program outlined in the plan will involve significant changes or adjustments in the financing of education. The Regents and Department have regularly advanced to the Legislature proposals for significant changes in state aid to the public schools and for changes in programs affecting both public and nonpublic schools. We have made financial recommendations to the Legislature and Governor to finance implementation of new instructional requirements. These recommendations have been made in the context of the Regents Legislative proposals for state aid to the public schools, and for special programs in both public and nonpublic schools, and in postsecondary-student assistance. We expect the Legislature to act on these proposals before the 1984 legislative session. The impact of these financial proposals will begin with the school year 1984-85.

4. Connection with the Statewide Plan for Postsecondary Education. In the proposed actions that follow, there are significant recommendations with respect to preparation for teaching personnel. In our "Bulletin for the Regents Statewide Plan for the Development of Postsecondary Education, 1984," we have included provisions for the planning of higher education institutions with respect to helping to improve elementary and secondary education. Planning according to this Statewide Plan is required by Law of postsecondary institutions. The ultimate goal of such efforts is to institutionalize productive collaboration between elementary and secondary educational institutions and postsecondary educational institutions to improve instruction in all formal educational institutions.

5. Relationships With Parents, Community Organizations and Agencies, Cultural Institutions, and the Workplace. Relationships of schools with parents, community organizations and agencies, cultural institutions and work places are essential both to provide reinforcement and support of the school program and to broaden the resources available for each child's education. The library, museum, television channel, and arts center are examples of important supplementary resources. Specific relationships with parents, community organizations and agencies, cultural institutions, and places of work have been under review in various projects of the Regents and Department. Three projects in particular have been the Regents' Continuing Education Subcommittee's work on Building School/Community Partnerships; the Regents' work with the Business Council on

the relationships between business, industry and education; and projects for networking of libraries, museums and other cultural institutions with schools.

Schools are integral parts of their communities. Children's attitudes toward school and their readiness to learn are to a great extent determined by family and neighborhood. Successful learning requires a close partnership between home, school, and community. School/community partnerships can strengthen education in many ways: by increasing the involvement and communication between home and school, by tapping new resources to expand educational opportunities in the school, by broadening public awareness of school goals and responsibilities, and by providing greater access to services that support successful learning. School/community partnerships can play a key role in helping all students succeed in school - including those students who have a "high risk" of dropping out of school. Partnerships can build broad community support for school programs and budgets, especially among community members who do not have children in school.

Workshops, training programs and resource materials will be provided throughout the state to assist school systems and community educational and cultural agencies to develop partnership projects and new collaborative approaches for increasing educational achievement. Regulations and policies which inhibit such collaboration are being reviewed and will be modified where appropriate to facilitate home-school-community partnerships. If funding and/or changes in current laws are needed for this purpose, they will be recommended to the Legislature.

Partnerships can strengthen education in four ways:

a. By Expanding Parents' Involvement In Their Children's Education

When parents show a strong interest in their children's education and are, themselves, actively involved in learning, student achievement improves. Parents may be involved in such varied ways as tutoring children, serving as school volunteers, planning with school professionals, reviewing the educational progress of their children with teachers, and taking courses in the school. Studies show that all of these kinds of involvement have an impact. A number of studies have concluded that the degree of parental and community interest in quality education is often the critical factor in assessing the impact of the school environment on the aspiration and educational achievement of students.

b. By Connecting Children and Their Parents With Supportive Services In The Community

Many students -- particularly those most likely to drop out of school --have a wide array of personal and social needs that adversely affect school performance. These can include handicapping conditions, housing needs, family responsibilities, nutritional deficiencies, low self-esteem, and economic hardship. Often parents are unable or unwilling to become involved in their children's education because of other family problems. In the case of teenage parents, access to day care and other services may be crucial in helping these young parents to stay in school and gain the skills they need to support the family.

Schools can help to address these problems by working cooperatively with a wide range of community organizations and human service agencies. By making services easily accessible within the school, or by providing assistance in contacting appropriate agencies in the community, schools can help meet the needs of students and hard-to-reach families in the community and assure that all students have the necessary foundation for successful learning in school.

c. By Tapping Community Resources and Building Partnerships with Business and Industry, Local Government and Community Organizations

Communities offer a wide variety of resources that can expand educational opportunities in the school. Partnerships with business and industry can strengthen education through corporate contributions of funds, equipment, materials, and volunteers; by providing career exploration opportunities for youth; and by working with school staffs to improve curricula and enrich school offerings.

Partnerships between schools and local government (town, municipal, and county) can also open important avenues for improving education, such as providing funds for youth and for recreational programs.

Finally, voluntary and service organizations in the community (such as the Red Cross, United Fund, Junior League, Lion's Club and religious organizations) are invaluable resources for expanding educational opportunities and services in the school.

d. By Promoting Community Use of School Facilities

Many schools operate less than one-third of the day (7-8 hours) for only half of the year (180 days), and serve about one-fifth of the total population (students between the ages of 5 and 18). Expanded use of school facilities during the evening, on weekends, and during the summer can open up new opportunities for involving community members who do not have children in school. This can often be done at little or no additional cost to the district.

Activities and programs in the school can often enrich the life of the community. School computers, for example, can be used to provide computer literacy for high school students, employees of small businesses, and other adults in the community. Course fees charged to adults can generate revenue to keep the school building open during the evenings or on weekends for a variety of other educational activities.

Direct benefits for education include improved school climate, greater public support for the schools, and additional revenue to expand educational services for children, youth, and adults. By working collaboratively to meet community needs, the school can establish a foundation for cooperation with the community and gain access to community resources, which, in turn, can help improve education.

Conclusion - Implementing The Regents Action Plan

We believe the changes described in this Action Plan are feasible and that they will do much to ensure that the next generations of New Yorkers are prepared for the tasks which will confront them - as citizens, workers. and independent thinkers. This Plan is a result of a joint effort in which thousands of teachers, students, parents, school administrators, school-board members, Legislators and other New Yorkers helped the Regents to formulate a comprehensive and coherent Plan. The Regents take responsibility for the Plan, but we recognize that it would not be what it is without this help. And it cannot be implemented without the help of thousands of New Yorkers.

As we work with Legislators, formulate Regulations, develop documents and programs over the years ahead in order to implement this Plan, we will look to these New Yorkers - in the schools and outside the schools - to help us be successful in our implementation.

SCHEDULES FOR IMPLEMENTATION OF RECOMMENDATIONS IN THE REGENTS ACTION PLAN TO IMPROVE ELEMENTARY AND SECONDARY EDUCATION IN NEW YORK

There are two implementation schedules in this section. The first schedule (I) is organized by grade level affected and by type of change. The second schedule (II) is organized chronologically by implementation date.

I. IMPLEMENTATION SCHEDULE ORGANIZED BY GRADE LEVEL AND TYPE OF CHANGE

The schedule below gives the dates for implementation of several new instructional requirements. This page gives dates for implementing requirements in grades K-6. When the "Implementation Date" is September (9) of a given year the requirement will be implemented within the school year beginning that September. When a different month is specified, the requirement will be implemented in that month.

The pages following this one provide implementation dates for requirements for grades 7-12. These charts also indicate the first graduating class which will meet each requirement. In addition, the implementation date is identified.

A. Recommendations for Grades K-6	Implementation Date	Class
o Students will acquire the skills necessary to use computers for problem solving.	9/85	
o The New York State elementary school mathematics syllabi will be modified to include instruction by and about computers.	9/88	
o All schools will annually assess the achievement of pupils by reviewing the results of state tests as reported in the Comprehensive Assessment Report.	9/85	
o All sixth grade pupils will be required to take a State-developed social studies test for the purpose of evaluating the social studies program.	5/87	
o All sixth grade pupils will be required to take a State-developed science test for the purpose of evaluating the science program.	5/89	
o The grades 3 and 6 New York State elementary school mathematics tests will include questions about the computer and its use.	5/90	

	Implementation Date	Class
o All public school students starting with the class of 1992 would be required to have at least one unit of instruction in a second language at some time during grades K-9. Students identified as having handicapping conditions may be exempted from the second language requirements in grades K-9 if a student's Individualized Education Program (IEP), as established by the Committee on the Handicapped (COH), states it is not appropriate.		1992
o Starting with the class of 1994, all public school students would be required to have at least two units of instruction in a second language at some time during grades K-9. Students identified as having handicapping conditions may be exempted from the second language requirements in grades K-9 if a students's Individualized Education Program (IEP), as established by the Committee on the Handicapped (COH), states it is not appropriate.		1994

3. Recommendations for Grades 7-12	Implementation Date	Class
1. SYLLABI CHANGES		
Students will acquire skills necessary to use computers for problem solving.	9/85	1986
The Regents Competency Test in Reading will be revised to raise the level of accomplishment to relate to the increase in secondary-school textbook levels of difficulty.	5/86	1986
The New York State secondary school mathematics syllabi will be revised to include questions about the computer and its use.	9/87	1991
Occupational Education Sequence -- State syllabi will be available in all courses within the State-developed occupational education sequences.	9/87	1991
Second languages - Revised syllabi in French Spanish, German, Italian, Latin and Hebrew are in various stages of planning and development. Syllabi will be developed to include grades 7 through 12.	6/88	
2. TEST CHANGES		
All eighth grade students will be required to take a State-developed Social Studies test for the purpose of evaluating the social studies program.	6/89	N/A
All students will be required to pass a Regents Competency Test in science or its equivalent (first offered at the end of grade 9).	6/88	1991

	Implementation Date	Cla
In addition to the current Regents Competency Tests, students will also have to pass tests in the following in order to be eligible to receive a diploma:		
o Social Studies tests at end of grade 10 (testing State syllabi material for grades 9 and 10).	6/89	199
o Social studies test at the end of grade 11 (testing American history).	6/88	198
Students demonstrating readiness in a subject may satisfy the course requirements for that subject by passing the relevant State-developed or State-approved examination(s) in that subject at a grade level approved by the Commissioner without completing a unit of coursework. In addition to passing a written examination, a student must pass an oral examination or complete a special project to demonstrate proficiency in the subject matter area. However, at least 12 of the 18½ units required for graduation must be met through both coursework and, where appropriate, examination.	9/85	199
Second Language proficiency examinations will be available.	6/89	

3. 7th and 8th Grade Program

By the end of grade 8, a student must have completed the unit requirements listed below or their equivalents. Implementation Date - September 1985.*

		Implementation Date	Class
English	- 2 units**	9/85	1991
Social Studies	- 2 units	9/85	1991
Science	- 2 units	9/85	1991
Mathematics	- 2 units	9/85	1991
Technology***	- 1 unit	9/86	1992
Home and Career Skills	- 3/4 unit	9/86	1992
Physical Education	- an average of 2½ periods per week	presently required	
Art and Music	- 1 unit	9/85	1991
Health	- ½ unit	presently required	
Library	- the equivalent of 1 period per week	9/86	1992
Second Language****	- no time requirement	9/88	1993

*Technology, Home and Career Skills and Library will be required by September 1986

**A unit is defined as at least 3 hours of instruction per week throughout the course of the school year or its equivalent. Schools are encouraged to maintain 40-minute periods.

***Requirements for Technology and Home and Career Skills may be met by the integration or incorporation of these subjects into other courses to ensure flexibility in grades 7 and 8, provided that Education Department criteria are met. Unit time requirements for all subjects listed above must be met under this alternative. In public schools, the subjects of Technology and Home and Career Skills must be taught by personnel certified to teach those subjects.

****All public schools will be required to make instruction in a second language available to students beginning in grade 7 and continuing through grade 12 beginning in September 1988

4. GRADUATION REQUIREMENTS	Implementation Date	Class
REGENTS AND LOCAL DIPLOMA REQUIREMENTS		
One additional unit of mathematics	9/85	1988
One additional unit of science	9/85	1988
One additional unit of social studies	9/88	1989
One additional unit of art and/or music	9/85	1989
Students will be required to complete a minimum of 18½ units to receive either a Regents or local diploma	9/85	1989
REGENTS DIPLOMAS ONLY		
Three units in a second language*	9/85	1989

*Students whose extended Regents sequence (i.e., five units or more) is in an occupational education subject, art or music, will not be required to take three units in a second language until 9/88. First graduation class affected - 1992. These students in the graduating classes of 1989,1990 and 1991 whose extended Regents sequence is in an occupational education subject, art or music will be allowed to take a three-unit sequence in place of the three units of a second language. Students identified as having handicapping conditions may be exempted from the second language requirements for the Regents Diploma if a student's Individualized Education Program (IEP), as established by the Committee on the Handicapped (COH), states it is not appropriate.

LOCAL DIPLOMA	Implementation Date	Class
In addition to the required subjects, students pursuing a local diploma must complete either two three-unit sequences in math, science, a second language, occupational education, art, music or practical arts; or one five-unit sequence in any of the subjects listed above; or a three-unit sequence in one of the following: mathematics, science, a second language, occupational education, art, music or practical arts and one five-unit sequence in either English or Social Studies.	9/85	1989
REGENTS DIPLOMA		
In addition to the required subjects, students pursuing a Regents Diploma must complete either two three-unit sequences in math, science, occupational education, art, music or practical arts; or one five-unit sequence in any of the subjects listed above; or a three-unit sequence in one of the following: mathematics, science, occupational education, art, music or practical arts and one five-unit sequence in either English or Social Studies.	9/85	1989
Regents examinations or their equivalent will be mandated for courses composing the required 18¼ units and sequences.	9/85	1989

5. OTHER CHANGES	Implementation Date	Class
Grade 8 students demonstrating readiness to begin a grade 9-12 sequence in English, social studies, mathematics, science, second languages, arts, and/or occupational education must have an opportunity to start them in eighth grade. This will enable students to take additional courses or Advanced Placement courses in 12th grade. Students are not precluded from initiating sequences in grades 9 and 10.	9/85	1990
Each school district and nonpublic school will prepare an annual Comprehensive Assessment Report (CAR) on all subjects. The results will be presented by the Board of Education to the public in September or October of each year. The first report, in the fall of 1985, will include pupil achievement results for the year 1984-85 and for at least two previous years.	9/85	N/A
All personnel beginning teaching assignments on or after September 2, 1984 will demonstrate proficiency in English, social studies, mathematics, science and arts and pedogogical practices as part of an entry-level examination.	9/84	N/A

II. IMPLEMENTATION SCHEDULE ORGANIZED CHRONOLOGICALLY

	Implementation Date	Class
All personnel beginning teaching assignments on or after September 2, 1984 will demonstrate proficiency in English, social studies, mathematics, science and arts and pedogogical practices as part of an entry-level examination.	9/84	N/A
Students demonstrating readiness in a subject matter area may satisfy the course requirements for that subject by passing the State-developed or State-approved examination in the subject at a grade level approved by the Commissioner without completing a unit of coursework. In addition to passing a written examination, a student must pass an oral examination or complete a special project to demonstrate proficiency in the subject matter area. However, at least 12 of the 18½ units required for graduation must be met through both coursework and, where appropriate examination.	9/85	1990
Three units in a second language* for Regents Diploma	9/85	1989
One additional unit of mathematics	9/85	1988
One additional unit of science	9/85	1988

*Students whose extended Regents sequence (i.e., five units or more) is in an occupational education subject, art or music, will not be required to take three units in a second language until 9/88. First graduation class affected - 1992. These students in the graduating classes of 1989, 1990 and 1991 whose extended Regents sequence is in an occupational education subject, art or music will be allowed to take an additional three-unit sequence in place of the three units of a second language. Students identified as having handicapping conditions may be exempted from the second language requirements for the Regents Diploma if a student's Individualized Education Program (IEP) as established by the Committee on the Handicapped (COH), states it is not appropriate.

	Implementation Date	Class
One additional unit of art and/or music	9/85	1989
Students will be required to complete a minimum of 18½ units to receive either a Regents or a local diploma.	9/85	1989
Each school district and nonpublic school will prepare an annual Comprehensive Assessment Report (CAR) on all subjects. The results will be presented by the Board of Education to the public in September or October of each year. The first report, in the fall of 1985, will include pupil achievement results for the year 1984-85 and for at least two previous years.	9/85	N/A
K-6 students will acquire the skills necessary to use computers for problem solving.	9/85	
All schools will annually assess the achievement of pupils by reviewing the results of state tests as reported in the CAR.	9/85	

LOCAL DIPLOMA

In addition to the required subjects, students pursuing a local diploma must complete either two three-unit sequences in math, science, a second language, occupational education, art, music or practical arts; or one five-unit sequence in any of the subjects listed above; or a three-unit sequence in one of the following: mathematics, science, a second language, occupational education, art, music or practical arts and one five-unit sequence in either English or Social Studies. 9/85 19

REGENTS DIPLOMA

In addition to the required subjects, students pursuing a Regents Diploma must complete either two three-unit sequences in math, science, occupational education, art, music or practical arts; or one five-unit sequence in any of the subjects listed above; or a three-unit sequence in one of the following: mathematics, science, occupational education, art, music or practical arts and one five-unit sequence in either English or Social Studies. 9/85 19

Regents examinations or their equivalent will be mandated for courses composing the required 18½ units and sequences. 9/85 19

		Implementation Date	Cl
Grade 8 students demonstrating readiness to begin a grade 9-12 sequence in English, social studies, mathematics, science, second languages, arts, and/or occupational education must have an opportunity to start them in eighth grade. This will enable students to take additional courses or Advanced Placement courses in 12th grade. Students are not precluded from initiating sequences in grades 9 and 10.		9/85	19
Students will acquire skills necessary to use computers for problem solving.		9/85	19
By the end of grade 8, a student must have completed the unit requirements listed below or their equivalents. Implementation Date - September, 1985.*			
English	- 2 units	9/85	19
Social Studies	- 2 units	9/85	19
Science	- 2 units	9/85	19
Mathematics	- 2 units	9/85	19
Technology	- 1 unit	9/86	19
Home and Career Skills	- 3/4 unit	9/86	19
Physcial Education	- an average of 2½ periods per week	presently required	
Art and Music	- 1 unit	9/85	19
Health	- ½ unit	presently required	
Library	- the equivalent of 1 period per week	9/86	19
Second Language	- no time required	9/88	19

*Technology, Home and Career Skills and Library will be required by September 1986

	Implementation Date	Cla
The Regents Competency Test in Reading will be revised to raise the level of accomplishment to relate to the increase in secondary-school textbook levels of difficulty.	5/86	198
All sixth grade pupils will be required to take a State-developed social studies test for the purpose of evaluating the social studies program.	5/87	
Occupational Education Sequence -- State syllabi will be available in all courses within the State-developed occupational education sequences.	9/87	199
The New York State secondary-school mathematics syllabi will be revised to include questions about the computer and its use.	9/87	199
All students will be required to pass a Regents Competency Test in science or its equivalent (first offered at end of grade 9).	6/88	199
Second languages -- Revised syllabi in French, Spanish, German, Italian, Latin and Hebrew are in various stages of planning and development. Syllabi will be developed to include grades 7 through 12.	6/88	

	Implementation Date	Class
Social Studies test at the end of grade 11 (testing American History).	6/88	1989
One additional unit of social studies required.	9/88	1989
All public schools will be required to make instruction in a second language available to students beginning in grade 7 and continuing through grade 12.	9/88	N/A
All sixth grade pupils will be required to take a State-developed science test for the purpose of evaluating the science program.	5/89	
New York State elementary-school mathematics syllabi will be modified to include instruction by and about computers.	6/89	1991
Social studies test at end of grade 10 (testing State syllabi material for grades 9 and 10).	6/89	1991
All eighth grade students will be required to take a State-developed social studies test for the purpose of evaluating the social studies program.	6/89	N/A

	Implementation Date	Class
Second language proficiency examinations will be available.	6/89	
The grades 3 and 6 New York State elementary school mathematics tests will include questions about the computers and its use.	5/90	
All public school students starting with the class of 1992 would be required to have at least one unit of instruction in a second language at some time during K-9. Students identified as having handicapping conditions may be exempted from the second language requirements in grades K-9 if a student's Individualized Education Program (IEP), as established by the Committee on the Handicapped (COH), states it is not appropriate.		1992
Starting with the class of 1994, all public school students would be required to have at least two units of instruction in a second language at some time during grades K-9. Students identified as having handicapping conditions may be exempted from the second language requirements in grades K-9 if a student's Individualized Education Program (IEP), as established by the Committee on the Handicapped (COH), states it is not appropriate.		1994

COMPREHENSIVE ASSESSMENT REPORT (CAR)

School districts and schools will be required to prepare an annual Comprehensive Assessment Report (CAR) for four reasons. The first is so that each board of education or board of trustees can annually review and comment on student achievement on the tests included in the State's testing program. Second, the report of the board provides a public record of accountability for education results in the school district or school. Third, this single report meets the Board of Regents intention to reduce the administrative and paperwork burden on local districts by streamlining the process for collecting information from school districts and monitoring the extent of their compliance with State Law and Commissioner's Regulations. Fourth, the reports will be used to identify low performing schools for special State assistance and requirements.

The requirement that boards of education and school trustees review the progress students are making on the State tests offers tremendous benefits. A Commissioner's Regulation will require the superintendent of schools to present to each board of education or board of trustees, at a public meeting in September or October, trend information on the average scores of students in each school in the school district on appropriate State tests. This annual review will insure that the programmatic needs of students requiring special assistance are recognized and addressed. In addition, the annual comprehensive report will highlight the progress that each building is making in bringing about improved student performance. Part of this public review would be action by the Board to receive the report, note those aspects of the report on which progress is to be made, and require the superintendent or principal to take actions for improvement which will be reported upon at the next annual review.

Nonpublic schools and school districts will be responsible for taking corrective action if performance trends identified in the CAR are not satisfactory. The State Education Department will identify approximately 10 to 15 percent of the low performing schools (approximately 600 to 900 schools) for special assistance and instructional and procedural requirements. For identified low performing schools, a self-improvement plan will be required. If sufficient progress has not been made in correcting the deficiencies identified by the CAR, the Department will require corrective measures targeted at the specific deficiency. Corrective measures may include required use of the State syllabi, time on task for certain subjects, State-approved approaches to remedial work, comprehensive planning and the use of the State-supported in-service education days to address deficiencies identified by the CAR. These schools will be assisted through the Department's Resource Allocation Plan program and consortia services.

In addition, through the high school registration program, the Department will monitor, every five years, the progress of all schools in correcting deficiencies identified by the CAR.

The CAR will also be used to determine whether student performance indicates discrimination or inequity related to race, color, national origin or sex.

Public review and debate about student achievement has proven to be one of the most effective ways to develop the concern of parents and the public and to bring about action. From experience gained from the Department's Resource Allocation Plan (RAP), one of the most effective ways for drawing attention and involvement of communities and boards of education is to display trend information on pupil progress. The information itself is a powerful motivation to take action.

This proposed assessment report will focus primarily on State test results with some additional information on attendance and retention rates. It is important to note that no new reporting requirements will be created. Districts and schools now are required to submit to the Department the results of the administration of State tests. The State Education Department will collect data from schools and return to the schools data already submitted by them in the proper format.

The first Comprehensive Assessment Report (CAR) will be required in the fall of 1985.

ANNUAL THREE YEAR COMPREHENSIVE ASSESSMENT REPORT FOR
EACH PUBLIC SCHOOL IN NEW YORK STATE WITH GRADES 3 OR 5 OR 6*

District Name _____ School Year _____

School Name _____ Date of Board of Education Action on Report _____

Grade(s) _____ Superintendent's Signature/Date _____

Principal's Signature/Date _____ PAGE 1 OF 3

PUPIL EVALUATION PROGRAM (PEP) STATE TESTS	NUMBER OF PUPILS			PERCENT OF PUPILS ABOVE SRP (State Reference Point)
	Enrolled	Taking Exam	Above SRP	
1. GRADE 3, READING (PEP)				
a. June 30, 19 ___				
b. June 30, 19 ___				
c. June 30, 19 ___				
2. GRADE 6, READING (PEP)				
a. June 30, 19 ___				
b. June 30, 19 ___				
c. June 30, 19 ___				
3. GRADE 3, MATH (PEP)				
a. June 30, 19 ___				
b. June 30, 19 ___				
c. June 30, 19 ___				

70

99

*Subject to further revision by the State Education Department.

98

PUPIL EVALUATION PROGRAM (PEP) STATE TESTS	NUMBER OF PUPILS			PERCENT OF PUPILS ABOVE SRP (State Reference Point)
	Enrolled	Taking Exam	Above SRP	
4. GRADE 6, MATH (PEP)				
a. June 30, 19 ___				
b. June 30, 19 ___				
c. June 30, 19 ___				
5. GRADE 5, WRITING (PEP)				
a. June 30, 19 ___				
b. June 30, 19 ___				
c. June 30, 19 ___				

STATE PROGRAM EVALUATION ASSESSMENT TEST	NUMBER OF PUPILS		MEDIAN SCORE
	Enrolled	Taking Exam	
6. GRADE 6, SCIENCE			
a. June 30, 19 ___			
b. June 30, 19 ___			
c. June 30, 19 ___			
7. GRADE 6, SOCIAL STUDIES			
a. June 30, 19 ___			
b. June 30, 19 ___			
c. June 30, 19			

72

ANNUAL THREE YEAR COMPREHENSIVE ASSESSMENT REPORT FOR
EACH PUBLIC SCHOOL IN NEW YORK STATE WITH GRADES 8 OR 9 OR 10 OR 11 OR 12*

District Name _____ School Year _____

School Name _____ Date of Board of Education Action on Report _____

Grade(s) _____ Superintendent's Signature/Date _____

Principal's Signature/Date _____ PAGE 1 OF 4

STATE COMPETENCY TESTS (CT)	NUMBER OF PUPILS				PERCENT OF ENROLLMENT MEETING REQUIREMENT
	Enrolled	Exempt	Taking Exam	Passing Exam	
1. GRADE 9 PRELIMINARY CT, READING					
a. June 30, 19__					
b. June 30, 19__					
c. June 30, 19__					
2. GRADE 11 REGENTS CT, READING					
a. June 30, 19__					
b. June 30, 19__					
c. June 30, 19__					
3. GRADE 12 REGENTS CT, READING					
a. June 30, 19__					
b. June 30, 19__					
c. June 30, 19__					

*Subject to further revision by the State Education Department.

STATE COMPETENCY TESTS (CT)	NUMBER OF PUPILS				PERCENT OF ENROLLMENT MEETING REQUIREMENT
	Enrolled	Exempt	Taking Exam	Passing Exam	
4. GRADE 9 REGENTS CT, MATH					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
5. GRADE 10 REGENTS CT, MATH					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19					
6. GRADE 11 REGENTS CT, MATH					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
7. GRADE 12 REGENTS CT, MATH					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					

74

STATE COMPETENCY TESTS (CT)	NUMBER OF PUPILS				PERCENT OF ENROLLMENT MEETING REQUIREMENT
	Enrolled	Exempt	Taking Exam	Passing Exam	
8. GRADE 9 PRELIMINARY CT, WRITING					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
9. GRADE 11 REGENTS CT, WRITING					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
10. GRADE 12 REGENTS CT, WRITING					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
11. GRADE 10 REGENTS CT, SOCIAL STUDIES					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					

75

STATE PROGRAM EVALUATION ASSESSMENT TEST	NUMBER OF PUPILS Enrolled	Exempt	Taking Test	MEDIAN SCORE
12. GRADE 11, REGENTS CT, SOCIAL STUDIES				
a. June 30, 19 ___				
b. June 30, 19 ___				
c. June 30, 19 ___				
12-a. GRADE 9, REGENTS CT, SCIENCE				
a. June 30, 19 ___				
b. June 30, 19 ___				
c. June 30, 19 ___				
13. GRADE 8, SOCIAL STUDIES				
a. June 30, 19 ___				
b. June 30, 19 ___				
c. June 30, 19 ___				

SECOND LANGUAGE PROFICIENCY EXAMINATION	NUMBER OF PUPILS Enrolled	Taking Exam	Passing Exam
14. GRADE 7			
a. June 30, 19 ___			
b. June 30, 19 ___			
c. June 30, 19 ___			

SECOND LANGUAGE PROFICIENCY EXAMINATION	NUMBER OF PUPILS		
	Enrolled	Taking Exam	Passing Exam
15. GRADE 8			
a. June 30, 19 ___			
b. June 30, 19 ___			
c. June 30, 19 ___			
16. GRADE 9			
a. June 30, 19			
b. June 30, 19 ___			
c. June 30, 19 ___			

77

ANNUAL THREE YEAR REGENTS COURSE COMPREHENSIVE ASSESSMENT REPORT
FOR EACH PUBLIC SCHOOL IN NEW YORK STATE WITH GRADES 9 OR 10 OR 11 OR 12*

District Name _____ School Year _____

School Name _____ Date of Board of Education Action on Report _____

Grade(s) _____ Superintendent's Signature/Date _____

Principal's Signature/Date _____ PAGE 1 OF 5

REGENTS EXAMINATIONS	NUMBER OF REGENTS COURSE PUPILS			PERCENT OF ENROLLMENT TAKING EXAM	PERCENT TAKING EXAM WHO PASSED
	Enrolled	Taking Exam	Passing Exam		
1. BOOKKEEPING AND ACCOUNTING II					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
2. LAW (BUSINESS)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
3. MATH (BUSINESS)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					

78

115

*Subject to further revision by the State Education Department.

REGENTS EXAMINATIONS	NUMBER OF REGENTS COURSE PUPILS			PERCENT OF ENROLLMENT TAKING EXAM	PERCENT TAKING EXAM WHO PASSED
	Enrolled	Taking Exam	Passing Exam		
4. SHORTHAND II AND TRANSCRIPTION					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
5. ENGLISH (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
6. FRENCH (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
7. GERMAN (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
8. HEBREW (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					

79

REGENTS EXAMINATIONS	NUMBER OF REGENTS COURSE PUPILS			PERCENT OF ENROLLMENT TAKING EXAM	PERCENT TAKING EXAM WHO PASSED
	Enrolled	Taking Exam	Passing Exam		
9. ITALIAN (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
10. LATIN (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
11. SPANISH (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
12. NINTH YEAR MATH					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
13. TENTH YEAR MATH					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					

REGENTS EXAMINATIONS	NUMBER OF REGENTS COURSE PUPILS			PERCENT OF ENROLLMENT TAKING EXAM	PERCENT TAKING EXAM WHO PASSED
	Enrolled	Taking Exam	Passing Exam		
14. ELEVENTH YEAR MATH					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
15. SEQUENTIAL MATH, COURSE I					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
16. SEQUENTIAL MATH, COURSE II					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
17. SEQUENTIAL MATH, COURSE III					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
18. BIOLOGY					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					

REGENTS EXAMINATIONS	NUMBER OF REGENTS COURSE PUPILS Enrolled	Taking Exam	Passing Exam	PERCENT OF ENROLLMENT TAKING EXAM	PERCENT TAKING EXAM WHO PASSED
19. CHEMISTRY					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
20. EARTH SCIENCE					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
21. PHYSICS					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
22. SOCIAL STUDIES (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
23. TENTH YEAR SOCIAL STUDIES					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
24. ELEVENTH YEAR SOCIAL STUDIES					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					

SUMMARY OF STATE EXAMINATION AND EVALUATION PROGRAM

K-6

Grade	Subject	Type of Evaluation	Modifications to Existing Examinations or Requirements
3	Reading	Pupil Evaluation Program (PEP)	
3	Mathematics	Pupil Evaluation Program (PEP)	To be revised to incorporate items regarding knowledge and skills.
5	Writing	Pupil Evaluation Program (PEP)	
6	Reading	Pupil Evaluation Program (PEP)	
6	Mathematics	Pupil Evaluation Program (PEP)	To be revised to incorporate items regarding knowledge and skills.
6	Science	Program Evaluation Assessment	
6	Social Studies	Program Evaluation Assessment	

83

EXISTING AND RECOMMENDED STATE
EXAMINATIONS AND PROGRAM EVALUATION REQUIREMENTS
7-12

Grade	Subject	Type of Evaluation	Modifications to Existing Examinations or Requirements
8	Social Studies	Program Evaluation Assessment	
8-9	Reading	Preliminary Competency Test (PCT)	
8-9	Writing	Preliminary Competency Test (PCT)	
9	Mathematics	Regents Competency Test (RCT)	
9	Science	Regents Competency Test (RCT)	
9	Second Language	Proficiency Examination	
10	Social Studies	Regents and Statewide Achievement Tests	
11	Social Studies	Regents and Statewide Achievement Tests	
11-12	Reading	Regents Competency Test (RCT)	

Regents Diploma: Examination Requirements

Pass specified Regents examinations in the student's major sequence and in English (Grade 11) and Social Studies (Grade 11).

Regents diploma candidates must pass Regents examinations or their equivalent for all courses comprising the 18½ units required for a Regents diploma.

EXISTING AND RECOMMENDED STATE
EXAMINATIONS AND PROGRAM EVALUATION REQUIREMENTS

Grade	Subject	Type of Evaluation	Modifications to Existing Examinations or Requirements
		Local Diploma: Examination Requirements	
		Pass Regents Competency Examinations in Reading, Mathematics, and Writing or other Regents approved alternative examinations (e.g., Regents examinations). Alternative testing techniques are authorized for LEP and handicapped students. Students must also pass local courses in their selected sequence. In some existing occupational education sequences, state-developed examinations must be used.	Pass Regents Competency Examinations in Reading, Mathematics, Writing, and Science; or other Regents approved alternative examinations. All students will be required to pass State Achievement Examinations in Social Studies in Grades 10 and 11. (Grade 10 examination will cover Grade 9-10 program). Alternative testing techniques are authorized for LEP and handicapped students. Students will continue to be required to pass local courses in their selected sequence. In the future, students selecting an occupational education sequence will be required to pass State exams. The specific required tests are under study.

EXISTING AND RECOMMENDED STATE
EXAMINATIONS AND PROGRAM EVALUATION REQUIREMENTS
K-12

Grade	Subject	Type of Evaluation	Modifications to Existing Examinations or Requirements
K-12	Trend Results from State Tests	Annual Comprehensive Assessment Report	
K-12	All subjects	Recommended continuous student evaluation systems (Resource Allocation Plan and Comprehensive Instructional Management Systems).	